

The circle won't be squared

Last week's TES secondary education conference – the second of the two one-day meetings this newspaper has organized as part of the seventy-fifth anniversary celebrations – produced some interesting insights (pages 13-15) on the present state of the schools and how they confront the future. Among the topics which the invited audience of heads, advisers, and others addressed, was the mixture of contradictions now confronting schools adjusting to the new General Certificate of Secondary Education, the TVEI and the threat or promise of FE examinations extending their influences downwards into the secondary stage.

What is plain is that the Government has decided to stimulate change by engineering conflict. Hence the role of the Manpower Services Commission as unaccountable educational gadfly. In England and Wales (as opposed to Scotland) there has been little attempt to organize consensus. There has been a deliberate decision to use the examination system to dictate curricular change: witness, the high profile, high status Secondary Examinations Council and the low profile, low status School Curriculum Development Committee. Examinations lead: curriculum follows. This crude strategy naturally upsets Her Majesty's Inspectorate, but its only response is to demand a prescribed national curriculum to complement the rigid examination regime. It is now clear that all the Inspectorate's efforts to steer curriculum planning towards an exploration of a full range of areas of experience have failed to lift the secondary school programme out of its entrenched subject-defined tradition.

By the time the SEC has done its best (or worst), any notion of a core curriculum will have to be found in the form of a spread of GCSE entries, with the flexibility of the new exam limited by the special "pass/fail" importance universally accorded to

grades 1-3. If the Secretary of State's political need for a Merit award prevails against all the opposition – and perhaps the most dramatic moment at last Thursday's conference came when Bruce McGowan denounced the Merit and Distinction proposals on behalf of the Head Masters' Conference – the degree of prescription will be intolerable, leaving next to no room for unexamined activities. It will put a premium on the cramming of academic subjects, albeit in a somewhat more practical way.

Till the summer, Gareth Newman was head of an Abergele comprehensive school which has pioneered one approach to TVEI. He described how the curriculum there was in the process of being reconstructed on modular lines when TVEI came along, offering the teachers (and the I.E.A.) the opportunity to push through their plans with a sudden and remarkable easement of extra funds and staffing.

Mr Newman reckoned the curriculum orientation which TVEI had facilitated was consistent with the idea of a protected core curriculum extending to something like 70 per cent of the time. But this was dependent on a definition of the core which was just that – a core which was recognizable less than the whole. It is the totalitarian demands which can all too easily be built into GCSE – certainly if the philosophy of Merit and Distinction is followed – which threatens to make nonsense of attempts to reconcile the academic and the practical pressure.

As for the suggestion that FE examining bodies should be allowed to peddle their wares alongside GCSE to compete for the custom of 15 to 16-year-olds, this is clearly a recipe for disaster. Pre-vocational courses may well be on the increase, but surely any examinations these courses need should be provided within the framework of the GCSE, not outside it. Otherwise damaging status-conflicts are bound to follow. It will be extremely disappointing if

the committee chaired by Stuart Johnson, the Leeds director of education, which is now looking at these matters, fails to say this loud and clear.

With admirable restraint, the participants in The TES conference avoided talking at length about the present dispute. There were, however, dark hints that changes now taking place in the practice of teaching may be irreversible, and that the traditional open-ended commitment of the dedicated professional teacher may become a thing of the past. This is not the best time to talk dispassionately about the state of the secondary schools, but it is no good pretending that the present dispute is in sight of a solution. It may well continue for many months with little, or only a brief, respite.

The reconstruction of the curriculum which Sir Keith Joseph has put in hand and which the examination reform is intended to enforce, involves a great deal of work for a great many teachers on top of their "normal" duties. This would present real difficulties even if people were disposed to put themselves out heroically to make it work. It would highlight the shortage of "think-time". It would highlight the inadequate administrative support which most schools have to manage with – support which any business of comparable size would take for granted.

There is no escaping the implications of all this. The Scots in their methodical way have had to call a halt to their ordered reform process till teacher co-operation is resumed. The English, on the other hand, are set to blunder on, fingers crossed, compromising to whatever extent is necessary at the eleventh hour because there is nothing else they can do. Things are in a mess. Strenuous efforts will still be made to prevent this mess from wrecking children's life chances, but a mess it will remain till the Government can find a way out of the box they have made for themselves on teachers' salaries.

COMMENT

Illusions of grandeur

It now looks fairly clear that the Government is going through with its threat to withdraw from Unesco, the UN specialized agency Britain helped to set up nearly 40 years ago. Having threatened to resign a year ago, unless Unesco put its house in order, the Government has now concluded that too little has happened since then to justify a change of mind.

If this does turn out to be the decision it will not be difficult to justify it with evidence of Unesco's flawed character. It is administratively too heavy, inefficient and riven with politics.

As a large majority of the member states do not share the political values of the Western democracies, it is not in the least bit surprising that Britain should be at odds with some of the policies and programmes the organization "adopts", while recognizing that some excellent work takes place in developing countries under the Unesco banner.

But why did Britain start off down the road of resignation in the first place? Why did Britain scamp along behind the American coat-tails? As Ted Heath pointed out in last week's Commons debate, it was an egregious overestimate of Britain's prestige and influence to suppose that Britain's threat of unilateral withdrawal would bring about a change of heart at Unesco.

Why should it? Britain's moral rectitude and passion for efficiency (on the part of others, if not by British institutions) does not command so much respect as to produce an instant response through constructive better-by-better. It is not on that level that Britain's reputation for moral rectitude and passion for efficiency can be maintained, with other

members of the EEC and Council of Europe, and with such members of the Commonwealth as shared British concerns, in order to bring together a reform group which could wield some collective clout. It is not by any means clear that this could be done quickly – there is no guarantee that it could be done at all – but it would be a more constructive stance to adopt than to threaten to take our bat and ball and go and play elsewhere.

In terms of crude self-interest what is now likely to happen may well do Britain more harm than good. The saved subscription of around £6.5 million a year has to be set alongside what Unesco spends hiring Britons to carry out tasks on its behalf. It is, in any case, a tiny fraction of the overseas aid budget. There is no reason why Britain should be bullied by the rest of the Commonwealth, but equally no benefit can be likely to accrue from deliberately going against the wishes of the rest of the Commonwealth (and paring company with Europe too) just to make a gesture. As in the case of overseas students' fees, this may well turn out to be a commercial as well as a political error.

So, withdrawal is a mistake which flows from the error of making a threat a year ago which now has to be carried out. A climb-down now might well be taken for weakness. The trouble is that withdrawal is a sign of weakness, too – the weakness of a country which cannot adjust its estimate of its own importance, to the realities of the modern world.

no comment

"I was first informed of the accident when presented with the accident form. The pupil had no business to touch the machine."

Derek Jewell

Derek Jewell, who throughout the 1970s was publishing director of The Times with managerial responsibility for The Times supplements, died last week at the age of 58.

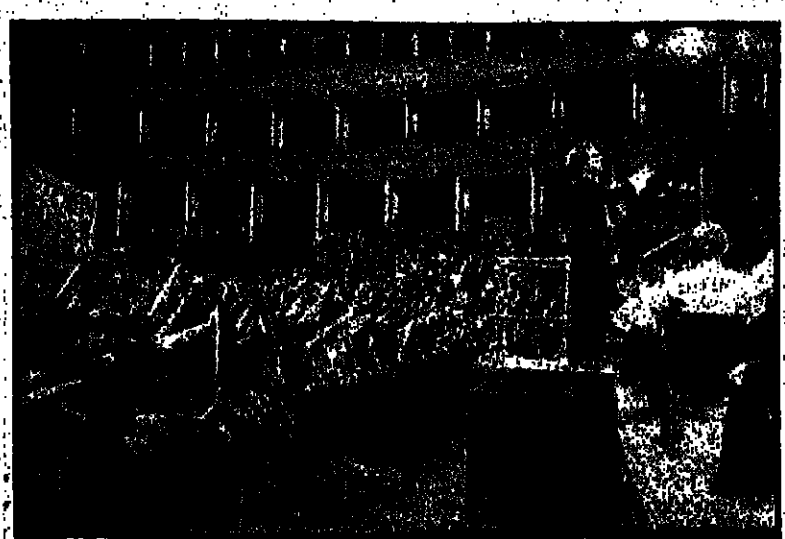
When the Thomson organization bowed out of Times Newspapers in 1981, Derek Jewell became International Thomson's director of communications and editor of its group journal until he was struck down by ill-health earlier this year. He was The Sunday Times jazz and pop critic from 1962 till the time of his death.

Those who worked closely with him admired his boundless energy and limitless enthusiasm. His forceful advocacy launched The Times Higher Education Supplement in 1971 and helped to carry it through its most vulnerable early years. And he was whose imagination and dynamic drive launched the Schools Proms, now in



Derek Jewell Schools Prom stalwart

their eleventh year. It was only right that tribute should be paid to him at the Royal Albert Hall this week, and by Antony Hopkins, who, with Jewell, was one of the original presenters of this annual celebration of schools' music. Jewell insisted on the individuality of quality – good music of all kinds deserved to be heard – and this has remained a central idea at the Schools Proms. And he added to this some of his own natural showmanship, and this too has stuck.



The first Schools Prom in 1970.

Second opinion

Caught in the cross-fire

At the twenty-third hour and fifty-ninth minute, the ruling group on Liverpool City Council avoided the yawning chasm. Thus can victory be claimed: victory for the Tory Government, by doing nothing but sitting back and showing firmness; victory for the Labour Party which can claim the antics of leading Militants are not typical of socialist politicians nationally. There is even victory in defeat for the Liverpool Labour Party, whose leading members have become national figures in publicizing the plight of a city which is desperately underfunded.

There is a fear among many council employees that the war may not be over, and the consequences of the small print are not yet clear. They have shown that, in the main, they are unwilling to be used in the front line of someone else's war.

Now, in a period of uneasy truce, the casualties can be counted and treated. Within the education service the damage has been extensive and not all wounds will be easily healed. More in the schools is desperately low. The atmosphere of staff rooms sets the tone – laughter and relaxation are noticeably absent.

Teachers, lacking equipment, and uncertain whether or not school will open tomorrow, have found it difficult to plan ahead. Uncertainty whether last month's salary cheque was the last has added to their stress – after all teachers have families to feed, clothe and shelter. Some have already discovered the route to blessed relief by obtaining posts elsewhere. No doubt other colleagues will follow. Who will replace them? I cannot imagine anyone happily risking employment with the city unless a categorical assurance can be given that the mental suffering of 1983 will never be allowed to occur again. How many teacher-training students have Liverpool at the top of their list? Indeed, it has been suggested that any applying for posts in the city should fail their course for lacking sufficient common sense.

Parents have lived through confusion, not knowing from one day to the next what might happen. They have had to get used to school closures caused by trade union action, as well as by a lack of supplies such as oil.

What sort of example can this set for pupils? Many will no doubt have enjoyed extra days of holiday, and crisis and uncertainty always breed excitement. But the habits developed may not be ideal for future citizenship. Those with examinations later this year must have faced additional pressures. In an area of gross under-privilege school can be especially important as a place of warmth and security, essential as a social service, including the provision of a free meal, as well as for education.

And yet there is a suspicion that those living away from Merseyside have been unable, or unwilling, to understand the depths of despair. "They elected them, it's their problem," is far too simplistic. Liverpool has proved a good speaker for sport for many who had no wish to be involved. The watchers do not seem to care much about the final outcome. When a leader in The Times states – "Nor would closed schools for a few weeks be totally intolerable," it provides another classic example of North/South divide. Maybe it shows where today's priest and Levite may be found – but where is the Good Samaritan? The Government achieved their victory by doing nothing! Perhaps now they will be magnanimous and do something. One major lesson that we can all learn is that very few benefit from a policy of apportionment.

John Wootton
Mr Wootton is NUT Council Member for Merseyside.

Dispute hits university applications

by Hilary Wilce and Biddy Passmore

Applications for university places next autumn are running significantly below last year's level, while applications to polytechnics are up.

Reports from schools indicate two main reasons. On the one hand, the pay dispute is causing delays in the gathering of pupil references, and the submission of UCCA applications. On the other, pupils appear more reluctant to aim for university places.

At the beginning of this month, the Universities Central Council on Admissions (UCCA) had received 59,600 applications, a fall of 3.5 per cent on the previous year's figure, with a drop of nearly 5 per cent in home applications.

By this week, only three weeks before the normal closing date, the position had not improved. The total was still only 107,000, some 4,000 or 3.6 per cent below the figure for the same time last year.

Ms Bridget Patterson, head of careers at Camden School for Girls, in north London, said the school would normally expect to have made between 65 and 70 UCCA applications, but only 45 forms had gone off this year.

There was no drop in sixth-form numbers, but girls were frightened of the high standards resulting from the squeeze on university places, she said.

"They are waiting to see their A level results in a lot of cases. They know that if universities are demanding As and Bs, then they are not going

to be as flexible on their offers as they were."

Other schools echoed this view. Mr Bernard Barker, head of Slunground School, Peterborough, said there was "a strong trend" for pupils to turn away from higher education. "If they can get a job in a bank or a building society they, very sensibly, take it."

Mr Barker said he would be "shocked" if teachers were not completing references for applications to university, but spokesmen for the two main teacher unions said there could well be a delay on reference writing in schools.

Because of the dispute, work normally done in teachers' free time now had to be done in free periods.

Meanwhile the polytechnics, which for the first time have their own central admissions system (PCAS), seem likely to reach their expected total of 115,000 applications by mid-December.

After a disappointing start – only 23,500 applications by November 1 – the total had reached 62,000 by Tuesday and forms were flooding in at the rate of 12-15,000 a week.

Mr Tony Higgins, chief executive of PCAS, said this week that he had been inundated with requests for extra forms and had had to reprint. He suggested that the traditional pattern of completing a university application first and then a polytechnic form was being repeated.

Polys baulk at NAB plans

Polytechnics and colleges are refusing to comply with the National Advisory Body plan to switch student places from humanities and social science to science and technology in the next three years.

Institutions have been asked to submit their plans for 1987-88 student intakes to NAB by the end of this week. Each was asked to submit plans on the basis of a 5 per cent cut in student numbers, based on their 1984-85 intakes, and a 5 per cent increase.

A survey of 30 of Britain's polytechnic and major colleges, found that almost none of them are offering the size of cut NAB wanted in languages, art and other non-protected areas – TES.

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Lecturers fight cuts

Angry university and polytechnic lecturers converged on Westminster on Wednesday at the peak of a week of action against the Government's higher education policies.

The lecturers' rally and Parliamentary lobby was supported by university vice-chancellors, who sent a message saying: "If the Government persists in cutting and eroding the higher education system soon we shall no longer have universities fit to rank with any in the world, producing graduates of high quality and sustaining excellence in research."

The rally, organized jointly by the Association of University Teachers and NATFHE, the polytechnic and college lecturers' union, was addressed by Mr Giles Radice, MP, Labour's education spokesman, who accused the Government of "missing the golden opportunity" to expand access provided by the decline in the number of 18-year-olds.

Messages of support were sent to the rally by Mr Clement Freud MP, Liberal education spokesman, and by Mr Norman Willis, general secretary of the Trades Union Congress.

Higher Education Week was launched on Monday with the publication of the AUT's response to the Government's Green Paper on higher education.

The response, called A Recipe for National Decline, said that the Government planned contraction and closures. It had already taken away 24,000 from the universities in the last year, a cut of 10 per cent by 1987, the AUT claimed.

Race row head appeals for more Asian teachers

by Diane Spencer

Mr Ray Honeyford, the head at the centre of the Bradford race row, called for more Asians to train as teachers last week.

At a stormy meeting of his new board of governors at Drummond Middle School on Friday, Mr Honeyford said: "We think the presence of as many Asian teachers in the school as possible is important. Unfortunately we have only two." (The school has 27 teachers.)

He added: "I make a plea that people of influence in the Asian community might very well try to persuade sixth formers thinking in terms of careers to consider going into teaching. Schools like my own need as many Asian teachers as they can get."

Mr Honeyford said he supported the principle that Asian languages should be taught in schools where facilities were available. But he did not agree that any language other than English

Demo as Daneford staff appear in court

by Richard Garner

A strike by inner London members of the National Union of Teachers shut down or partially closed up to 50 schools last Friday as nine teachers appeared in court on obstruction charges arising out of a demonstration.

The strike, which has not been given official support by the union's leadership, was held to protest at the arrest of 11 people, nine of them teachers, during a demonstration against racial attacks on Bengali children in the East End of London.

More than 1,000 teachers gathered outside Highbury Magistrates Court to support the teachers, Ms Norma Hundley, from Daneford School, to tell the court they could continue the protest at a local park.

She had put the suggestion to the vote and, said the inspector, "most of the people there raised their hands and everybody stayed".

Officers then asked individuals to move as they were causing an obstruction and arrested them when they stayed put.

Inspector Allingham said one of those arrested "appeared to be a cripple", later identified as Mr Richard Riser, president of the Hackney Teachers' branch of the NUT and former general secretary of the union's biggest branch, the 13,500-strong Inner London Teachers' Association.

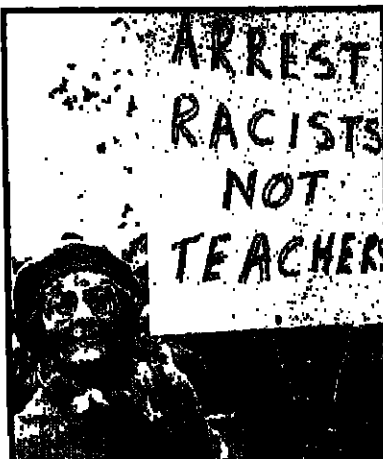
"The officers were trying to take him to the police vehicle and were surrounded by the crowd," he added.

Inspector Allingham said there was a "general melee" during which people fell to the ground.

Defence lawyers said the demonstration had been "calm and peaceful" before the arrest – and that Mr Riser was at one stage left lying on the ground.

The 11 defendants face obstruction charges which they deny. They are: Andrew Manners, Mary Trapp, Terence Viney, Malcolm Reed, Anthony Stevens, John Bayley, Norma Hundley, Renu Chakraborty, Linda Starkey, James Laurie, and Christopher Bransfield.

The case continued as The TES went to press.



Part of the demonstration outside Highbury magistrates court

shouted "East London against racism" and she had shouted back "what about the white kids?"

Inspector Allingham said he decided that four pickets would be enough to cover the building and asked one of the teachers, Ms Norma Hundley, from Daneford School, to tell the court they could continue the protest at a local park.

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MSC drops training for jobless

Continued from page 1

the take-up of places so far has been slow, and says that people can be trained under other MSC programmes after leaving CP. But another Government move is likely to affect much of this alternative provision: Mr Kenneth Clarke, the Paymaster General (who is the Employment Secretary's deputy) has instructed the MSC to switch a tenth of the total adult training budget to supporting small businesses and promoting enterprise. The memorandum envisages cuts in work preparation courses and job training now used by many of the unemployed.

Colleges provide much of the training under both these schemes, but some would benefit by an expansion of courses for small businesses. The memorandum, however, talks of taking away existing CP training from colleges and handing it over to the commission's own skillcentres.

Commissioners were told of the plan to freeze CP training this week only after their officials realized that its existence was known to The TES. Mr Bryn Nicholson, the chairman, assured the commissioners in a letter that no final decision would be taken before their next meeting in January. But the internal memorandum, instructs MSC regional directors to consult area manpower boards beforehand and to make it plain to them that the decision is "not reversible".

Mr David Blunkett, the Sheffield council leader, who played a key part in the negotiations which led to the Community Programme, called the decision scandalous and "an insult to the unemployed". Most of the training offered was unattractive and inadequate, but the answer was to improve it, he said.

Mr Wilson Longden, the education service's representative on the commission, took a similar view. He said it was not good enough for the MSC to plead the slow take-up of training places as a reason for giving up when they had done little to promote the scheme or to secure imaginative training.

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PLATFORM

It's the way that you do it

Margaret Maden says that it's not just why you go tertiary that matters, but how you do it



Margaret Maden at the Islington Sixth Form Centre

Photo: Richard and Sally Greenhill

Having more or less recovered from the traumas of secondary reorganization in the late 1960s and 1970s many local education authorities (including the IEA, for whom I work) are now in the throes of post-16 reorganization. The reasons are several, but there are two major concerns. First, falling rolls; primarily a demographic issue but in the case of school sixth-forms made more acute by low staying-on rates, even in a time of rising youth unemployment. This leads to a restricted curriculum and too many small classes, bad for the sixth-formers and invariably at the expense of younger pupils.

The staying-on rate is abysmally low — half our 16-year-olds choose to continue their education, half in schools and half in further education colleges but by age 17 the proportion has fallen to less than a third of the age group.

The Youth Training Scheme adds a further quarter of 16-year-olds to the overall participation rate, giving rise to another policy question, the distinction between education and training, an ideological issue generating much heat but not much light.

Politically the radical Left and the dry Right combine in believing that the low post-16 participation rate urgently needs to be raised, although their reasons are very different, as are their envisaged educational solutions. A crude description of the alternative models might be: an employer-led system espousing vocational, instrumental goals (alongside a protected "elite" sixth-form tradition); or a more visionary open access community model catering for the heterogeneous needs of the 16 to 60-plus age group. Each is misguided as an immediate blueprint for the 1980s.

More empirically, a break at 16 is increasingly accepted as both necessary and desirable. In the 1970s sixth-form colleges under school regulations were much favoured: there are now some 120 of these. More recently tertiary colleges, under FE regulations — and believed to be a logical and proper extension of comprehensive secondary education — are being established at an increasing rate.

Tertiary colleges are usually defined as the "sole providers of 16 to 19 education in a given area", offering vocational courses, full and part-time, as well as a full range of A and O level courses, usually open to adult students also. In 1982 there were 16 tertiary colleges in England and Wales, there are now 24 with 5 per cent of all 16 to 19-year-olds in the country. Most are in local authorities outside the major conurbations and have been introduced by Conservative majorities.

The history of tertiary colleges has been short, and insufficiently monitored but instructive, not least in considering the "how" as well as the "why". Reluctantly the wheel is never a good idea, neither is ignoring existing traditions or public feeling. These precepts were recognized when successful comprehensive schools were established in the 1970s. Unless the new version of tertiary colleges commands public support and effectively re-interprets the attitudes of both school sixth-forms and further education then four urgent and complex problems will remain and quite possibly worsen:

1. The low participation rate has already been referred to, but it is important to be clear about why this is a problem. There is the economic reason which includes both the needs and legitimate aspirations of young people themselves and national labour requirements. However, there is also a need to consider education as being of intrinsic value, and to recall that Twain's observations in 1931 still apply with equal force:

"Boys and girls of well-to-do parents continue their education as a matter of course not because they are exceptional but because they are normal."

mal and the question of the 'profit' which they succeed in deriving from it is left, quite rightly, to be answered later. Working class children have the same needs to be met, and the same powers to be developed."

2. Serious impediments to educational access, transfer and mobility between and across courses while the current fragmentation of post-16 provision continues. This results in both unfairness and unrealized potential with respect to hundreds of thousands of young people each year.

3. Continued social divisions between young people of an unacceptable and pointless kind after the end of statutory education — the role of educational institutions in contributing to a more open, coherent and democratic society should not be underestimated.

4. A worsening of the divide between academic and vocational or applied study; this being a problem as much for the academic "high-flyer" as it is for the YTS trainee.

It is tempting to believe that nothing less than a *tabula rasa* approach is needed if such problems are to be tackled. However, by studying a range of currently successful institutions the development of new tertiary colleges can be successfully achieved. Quite apart from exemplars drawn from already established tertiary colleges, many sixth-form colleges, school sixth-forms and FE colleges need to be studied, as do the pedagogic successes located in many Skills Training Centres, adult education centres, the Open University, National Extension College, and even, as my colleagues now teaching on CPVE courses have discovered, from good primary school practice.

When local agreement is secured for the introduction of a tertiary college, then equally important questions of strategy remain. This stage has been reached in parts of the IEA — notwithstanding the lack of an overall authority policy or plan. There are at least three policy questions which need to be resolved, especially in planning the earlier stages of tertiary college development:

□ Predominantly 16-19 or post-16?

□ Optimum size?

□ Is there comprehensive life after 16?

The three issues are clearly related one to the other but local circumstances will determine the significance of each.

Predominantly 16-19 or post-16?

Ultimately a tertiary college needs to respond to the educational demands of its local post-16 population, not least of those who have been denied access to opportunities earlier in their lives.

However, when a tertiary is first established the priority group ought to be the 16 to 19-year-olds, especially those who will be displaced from school sixth-forms and FE colleges. In fact, many are currently involved in a consultative exercise on education for 16 to 19s and the education officer is recommending the establishment of a tertiary college for 2,000 full-time equivalent students. An analysis of the predicted student numbers leads to the conclusion that local 16 to 19s are likely to be a minority group in his proposed college.

Does it matter? Does some other client group represent more pressing educational needs?

The answer to the second question may emerge during consultations. My answer to the first question is a definite "yes". Most of the full-time 16 to 19 students will transfer from the Islington Sixth Form Centre and from local schools which have retained some sixth-form work.

These students, their parents, schools and the centre need to be convinced that the new arrangements are better than existing provision. This is especially important in Inner London where, within a couple of miles of the first tertiary colleges, alternative (and to the consumer, tried and tested) 16 to 19 provision in popular schools and FE colleges will continue to exist for several years.

Apart from the realities of the post-16 "market place" there are also the particular educational needs of 16 to 19s to be thought about. They will have emerged from 11 years of full-time education characterized by, in the main, by prescription and an over-dependence on structure. A carefully planned transition needs to balance the needs for systematic monitoring of individual progress and for a less visibly structured organization which promotes student participation and autonomy.

The "in at the deep end" or "now you're 16 you're adult" philosophy is inappropriate. The FE college tradition years towards this style — the school tradition tends to retain more of a custodial and *in loco parentis* concept and continues to involve parents as legitimate "stakeholders".

Effective tertiary colleges use elements of both traditions as well as adding feeder schools to the stakeholder group. Halesowen Tertiary College sends reports to parents of students up to the age of 18. Bridgewater College starts the year with a student assembly in which its corporate identity is made manifest. Both have carefully planned liaison groups which involve local feeder schools and these are effective and not merely cosmetic devices. At the same time both colleges ensure that students' individual performance is encouraged.

Optimum size?

A full-blown 16-60 college would have to be much larger than a predominantly 16 to 19 tertiary college, but there are other size-related factors.

First, a tertiary college does not have to be big to be effective. The median size in England and Wales is 1400 f.t.e. (the range extends from a college with 400 full-time and 800 part-time students to one with 2,500 full-time and 16,000 part-time students).

Second, any new institution has to establish coherent and effective communications, both internal and external.

Third, some of the reasons for public distaste of larger institutions, including many of the "jumbo" comprehensives of the 1960s and 1970s, are equally relevant to the post-16 sector. In the inner city in particular, educational communities are of special importance to students, serving as they do a variety of needs beyond the purely instrumental.

The final factor is the course offer: it would be wrong to deny students courses which match their aspirations and interests. The proliferation of courses and qualifications in the FE sector should not be carried forward into a tertiary college simply for reasons of institutional inertia. There is no need to exceed a full-time student population of 700 to provide several varieties and levels of BTEC courses, several CPVE and O level integrated "package" courses and more than 20 A level subjects.

Is there comprehensive life after 16-plus?

On the face of it, the education and training routes offered post-16 do not need to be combined or related; it follows perhaps that neither do the students or trainees. Many parents of A level students see no need for their sons and daughters to work alongside YTS trainees.

Indeed, they often seem to believe it better they do not (this in part explains the remarkable popularity of sixth-form colleges).

The social value attached to comprehensive post-16 institutions is a potent ideological divider and radical can either negotiate the point or ignore it. However, there are educational issues to consider. For 16-year-olds, student performance is to be raised, then a

range of courses which allow transfer between levels and types is needed.

A related factor is the need for teachers to work across this range. At Islington Sixth Form Centre all full-time teachers include in their timetables A and O level work as well as BTEC and/or CPVE teaching. They also work with the whole range of students in their tutorial role and in non-examination short courses.

By working across this range, teachers learn the curricular and pedagogical strengths which are transferable from, say, BTEC to A level or from O level to CPVE. From experience of the individual student, teachers are able to identify potential alternatives for the next stage.

Our A level teaching has been strengthened through our experience of BTEC teaching; our profiling of pre-vocational course students has been enhanced through our drive to improve the quality of our UCAS and PCAS reports on students, and vice-versa.

But how comprehensive should a tertiary college try to be, especially when it is first established? While post-19 students are valuable because they contribute to the more comprehensive feel of the college and frequently make some minority courses viable, there is the danger that too many such students with multiple course objectives will result in a damaging diffusion of tasks and, therefore, confusion. A useful warning note is sounded by Professor Burton Clark of the University of California at Los Angeles in his observations on the weaknesses of some comprehensive schools and of some American high schools, "The critical organizational problem is how to deal effectively with a substantial overload of conflicting expectations, diverging responsibilities and proliferating tasks". In other words taking on too much leads to institutional failure.

Those of us committed to tertiary colleges need to consider the qualifications and conditions outlined here. Where tertiary colleges have been successfully established the cultures and traditions of both school sixth-forms and of FE colleges have been appropriated and re-interpreted. This process is not particularly simple yet is well worth embarking upon.

Margaret Maden is director of Islington Sixth Form Centre.

Denationalize schools system — Dunn

by Biddy Passmore

The schools system should be denationalized, Mr Bob Dunn, education junior minister, said on Monday. In his third speech in recent months conjuring up a radical vision of education in the year 2000, Mr Dunn again called for the introduction of a market mechanism in education — and made it clear that he did not think parents would choose comprehensives.

He told the Harrow Federation of Parent-Teacher Associations there should be a "mixed economy" of schools. Harrow parents should be able to send their children not only to good comprehensives in the borough

but also to "Harrow School, or Winchester, or most probably to one of the very excellent day grammar schools operating under the Assisted Places Scheme".

"Let us have many more Assisted Places," he said. "Let us re-examine some form of access scheme to give purchasing power to the parents, a purchasing power to give more clout to parental choice, and, most important, to impose the necessity upon the schools themselves to respond to that choice, for the funding would follow the child."

As on previous occasions, Mr Dunn

did not use the word "voucher" although a voucher scheme was clearly what he had in mind.

He insisted that he was not attacking "the very many good maintained schools" but indicated that the introduction of the comprehensive system had been a mistake.

"After 20 years since circular 10/65 I have to say that the evidence available to me shows that despite much good progress and the existence of some very good maintained schools, the only triumph that can be registered is that of hope over experience," he said.

He also claimed: "Parents, most passionately believe that the quality of schooling today is poorer, in many respects, than the past."

But he rejected the idea of imposing a Conservative choice of grammar, technical, music and church schools instead. "To do that would be to exchange one dictatorship for another," he argued.

He believed people would, given freedom, choose grammar schools, schools of higher technology, more Christian-based schools, and schools with high standards and discipline.



Bob Dunn: Choice

Liverpool teachers fear job cuts

by Mike Durham

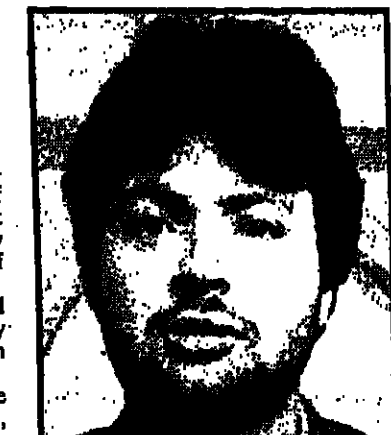
Schools and colleges in Liverpool may already have been forced to reduce their running costs by more than £1 million this year, despite the "no cuts" Swiss bank rescue plan.

And Liverpool teachers have accused the local education authority of making unacceptable savings by not filling vacancies and freezing new appointments since the beginning of term.

The financial package which could lead to a legal battle for the city nearly eight months late was under discussion at a council meeting today.

Supplies of textbooks, exercise books, chalk, blackboard dusters, cookery equipment and even lavatory paper threatened to run out during the protracted financial crisis, the L.E.A. has revealed.

Some schools only managed to remain open by bartering supplies with each other, or operating a pooling



Dominic Brady: no cuts

arrangement. Meanwhile, the city saved money, because orders normally processed by a central purchasing department were delayed.

In cash flow terms the authority

will have saved a significant amount of money, although I could not say how much," said chief education officer Mr Ken Antcliffe.

Some financial analysts have suggested that the city council has saved at least £3 million on running costs during the crisis, of which about half might be from education.

The L.E.A. gave the highest priority to providing exercise books, which it rated as more important than textbooks or equipment for practical subjects.

Teaching unions have now asked the L.E.A. for a detailed analysis of staff vacancies and are seeking a meeting with the council leader, Mr John Hamilton, to demand assurances that vacancies will be filled.

National Union of Teachers' spokesman Peter Murray claimed there could be 100 vacant teaching posts. "Our concern is that if there is a financial compromise, these jobs will be cut."

Mr Joe Hay, Liverpool president of the National Association of Schoolmasters' Union of Women Teachers, said the curriculum in some schools was under threat because of staff shortages.

According to the L.E.A., there are 13 vacancies arising from the secondary reorganization in the summer, and 67 posts unfilled this term. Mr Antcliffe blamed Liverpool's increasingly poor reputation as an employer for much of the problem.

"We are getting fewer and poorer quality applicants for each job. There certainly have been interviews where appointments have not been made because the applicants were not good enough."

Mr Dominic Brady, education chairman, said there would be no education cuts. "I am sick and tired of the unions accusing us of not filling vacancies when they failed to support us in our campaign for more money for the council."

Schools hold key to city reform

The task of reducing the pool of disaffected youngsters in inner cities must start with the schools, Mr Douglas Hurd, the Home Secretary, said last week.

It was in schools that the first opportunities were being missed, Mr Hurd added. "The more one learns of some of our inner city schools the more evident is the wisdom of Sir Keith Joseph's approach to the reform of the teaching profession and of the school curriculum."

Mr Hurd, who was speaking to Tory businessmen in Bakewell, Derbyshire, said he had no doubt that the most urgent inner city problem was "the existence in each of about half a dozen of our main cities of several hundred teenagers and young people, mostly but not entirely black, who have become largely alienated from and antagonistic to the society in which they find themselves."

They had slipped through the educational system, which had done little or nothing for them, and they were caught in a vicious circle. They had no chance of a job, violence and crime provided the excitement in lives that were otherwise empty.

Education was among the areas under consideration in the Government's review of policy on the inner cities, he revealed. It would take time to yield results but the Government should not be afraid of radical thinking.

Action on racism

Only about 1 per cent of the membership of the National Association of Teachers in Further and Higher Education is black, according to a survey commissioned by the association which represents college lecturers. It was released at the same time as an "action plan", NATFHE against

Poll set-back for NUT ruling Broad Alliance

by Richard Garner

The National Union of Teachers' centre-left ruling group has suffered a set-back in the biennial vice-presidential election.

The candidate who topped the poll, Mr Ian Morgan, 53, is regarded more as an educationist than an activist on salaries and conditions. He will become the union's senior vice-president next spring and will take over as president in 1987.

At present, all four elected officers of the union — president Mr Gordon Green, vice-president Mr Bob Richardson, treasurer Mr Don Winters and immediate past-president Mr Peter Griffin — belong to the Broad Alliance, the group which dominates NUT thinking.

Mr Morgan, who does not belong to any political party, is vice-principal of one of the first tertiary colleges to be established in the country — W. R. Tuson, at Preston, in Lancashire. Welsh by birth, he is treasurer of his local Baptist church and has, in the past, played a prominent part on the Schools Council.

Mr Malcolm Horne, also 53, a deputy headteacher from Brent, North London, finished second in the poll. A

member of the Broad Alliance, he will succeed Mr Morgan as president in 1988.

The elections also brought the Socialist Teachers' Alliance, the largest left-wing group at the union's annual conference, closer to power than it has ever come before. One of its candidates, Ms Carole Regan, women's officer of the Inner London Teachers' Association, the union's biggest branch, came third.

The voting was as follows: Mr Morgan, 11,162; Mr Horne, 10,060; Ms Regan, 8,607; Mr John Perry (Broad Alliance), 3,717; and Mr Ken Jones (STA), 3,157.

In a separate election to choose two financial scrutineers of the union's affairs, the two serving members — Mr Frank Lowery, from Newcastle, and Mr John Anderson, from Birmingham — were returned. A challenge from a Coventry STA candidate, Mr Will Reese, failed.

The votes cast were as follows: Mr Lowery, 12,159; Mr Anderson, 10,170; and Mr Reese, 5,967. The voting figures are just under 14 per cent — were slightly lower than in the previous vice-presidential election.

COMETT on the horizon

by Hilary Wilce

A major European programme to promote stronger technological co-operation between universities and industry is to be discussed by ministers in Brussels next Thursday.

The programme, COMETT (Community Programme for Education and Training for Technologies), will provide information on successful examples of interchanges, help to place teachers and students in companies abroad, and encourage the joint development of training packages over seven years.

The programme is for two three-year periods, the first from 1984 to 1986, the second from 1987 to 1989.

Legal threat by union blocks tests

The threat of legal action by the National Union of Teachers has prompted Conservative-controlled Ealing Council to put off a controversial plan to introduce borough-wide reasoning tests for all its seven-year-olds.

The authority's schools committee was due to consider the plan and the NUT threat of court action last Thursday — but decided to postpone a decision pending counsel's advice.

The Conservatives' plans involve introducing annual tests for children in middle schools and a reasoning test during the last year of first school.

The NUT issued the legal action threat on the grounds there had been no consultation with the unions over an item which would fundamentally change their members' working conditions.

Bill means extra cash for lunch supervision

A Bill enabling Sir Keith Joseph to make grants to local authorities so that they can make extra payments for midday supervision was published by the Government last week.

The Bill amends the Education (Grants and Awards) Act 1984, raising the amount that can be financed through Education Support Grants from 1/2 to 1 per cent of local education spending, an increase of £55m.

The Bill was needed because the £40m that Sir Keith and Mr Nicholas Edwards, the Welsh Secretary, intend to add to the programme of ESGr next year to cover midday supervision would have pushed the total over the half per cent limit.

Local education authorities who introduce midday supervision schemes will now be able to recoup up to 70 per cent of the cost from central government under the ESGr scheme.

If midday supervision had been subsidised by Rate Support Grant in the normal way, only half of the cost would have been met by central government — and the Education Secretary would have had no guarantee that the money was being spent in the way he intended.

Raison unveils Commonwealth student aid plan

The number of scholarships for high-flying students from Commonwealth countries, who fall outside existing Government support schemes, is to be doubled from 50 to 100. Announcing the scheme, Mr Timothy Raison, Minister for Overseas Development, said 168 bids had been made from 67 universities and polytechnics for next year's ODA Shared Scholarship Scheme. Institutions pay half the students' costs.

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(173)

Howard Sharron reports on
a model success for CDT

Computer wizards put Birmingham into top gear

A team of Birmingham schoolchildren has been swamped with orders for motorized model cars they designed and built using computer technology.

The intense interest in the models was generated after the pupils displayed their project work at the Design and Technology 85 Exhibition at Wembley last month.

And although it takes only 55 minutes to build the cars, the team cannot meet the demand from the 4,000 people who passed through the Birmingham stand, which also showed other projects developed by the i.e.a.'s successful CDT curriculum.

On Monday, at a special presentation of their achievements in their home city, the students went through the production processes for visitors, and Stuart Scott, Inspector for Craft, Design and Technology explained why Birmingham had the honour of being the only authority asked to display pupils' work at the Wembley exhibition.

"I think it was in recognition of the amount of change over a very short time in the development of Birmingham's Craft, Design and Technology curriculum. Two years ago we were in the dark ages of craft education. But there was a policy shift and we are now moving into the forefront of the field."

In those two years Stuart Scott and his team of advisers helped to introduce CDT into 21 out of 98 senior schools. However, the new CDT curriculum is designed for the whole school age spectrum with a CDT adviser, Ian Milloy, supervising developments for the younger age range.

The various secondary schools in the exhibition all had distinct areas of design and technology to concentrate on. Together they constructed an integrated production process for making the model cars.

Shenley Court school, a large comprehensive in the Northfield area of the city, designed the vehicles. They moved from a review of suitable body shapes to detailed drawings, various forms of modelling, and then to a "wooden plug" used to produce plastic body moulds.

At every stage they used computer design programmes and, in one case, surprised the programme manufacturers with what their own software could do.

Fairfax and John Wilmot school developed the internal control technology of the car and Handsworth Grammar school designed that part of the production line integrating computerized robots, lathes and mills.

Four types of vehicle can now roll off



Model worker: project pupil vacuum moulds a plastic car body

the exhibition production line: a simple switch-on and switch-off car; a radio controlled car, a light controlled car; and a computer driven one. The costings were all carefully accounted and, through a link up with the business studies course at Handsworth Grammar School, the cars were successfully marketed at Wembley.

The concept of integrated design, production and marketing of school-

made commodities is one that Stuart Scott plans to extend to other schools - the problems of dissemination and resources being the main barriers to faster progress.

So far 10 per cent of Birmingham's 470 schools have been given intensive support in developing the CDT curriculum and next year a further 5 to 7 per cent of schools will receive similar treatment. This core will then be used

for in-service training within the authority.

Some of the younger children at the exhibition, from Rednal Hill Junior school, displayed alarm systems they had designed for open doors and pressure alarms to notify guards that someone had stepped too near to such things as valuable paintings.

Information about the Ethiopian famine also prompted them to design an overhead electric conveyor system to beat some of the much publicized difficulties in the transportation of aid. Their teacher, Jane Shears, seemed to have an extraordinary practical knowledge of mechanical and electrical engineering. But she said she was an ordinary class teacher who had become interested when adviser Ian Milloy had come into the school to develop CDT.

Designing the conveyor and the alarm systems had produced a tremendous pay-off in other areas of the curriculum, she said, for example in language, maths and writing. The children had sent a great many letters to companies asking for equipment. "Practice at thinking through problems and simple perseverance are some of the most important benefits of this type of work. Also I found that the less bright children were often better at it because they did not lose patience so quickly," she said.

The success of these Birmingham schoolchildren will bolster Stuart Scott's aim to bring the area's education into the 20th century. He is determined to take advantage of the encouragement being given to CDT by the Government in the new GCSE exam. His long-term strategy is to introduce sophisticated CDT courses into every Birmingham school.

The next project could well be model aircraft, he says, because they are so rich both in terms of CDT and in significance for the broader curriculum.

There are more complications but the successful projects have already shown that, with the right ambition and resources, desperately needed changes in the education system can take off.

Richard Garner explores the background to the latest attempts to renew negotiations before Christmas

Pay panel moves to break talks deadlock

A fresh attempt to break the deadlock in the 10-month-old teachers' pay dispute - scheduled for next week - is likely to lead to renewed talks between unions and local education authorities before Christmas.

But, with both the National Union of Teachers and - more significantly - the National Association of Schoolmasters/Union of Women Teachers meeting today to draw up battle plans for industrial action next term, neither side is optimistic of a quick settlement.

The new-look teachers' panel meets again next Thursday - three days after NATFHE, the college lecturers' union, loses its voting rights. Its decision to form an alliance with the NUT earlier this month stopped a motion aimed at getting a resumption of talks being passed.

The motion rejected the authorities' latest informal offer of 6.9 per cent of the salaries bill, weighted to produce 7.5 per cent extra for every teacher by the end of the year but called for resumed negotiations on it. But now, with NATFHE gone, the motion is likely to be carried by 14 votes to the 13 of the NUT cast against.

The motion, tabled by the NAS/UWT, is likely to go through even though the Professional Association of Teachers, is set to abstain again after its executive unanimously endorsed the decision of its general secretary, Mr Peter Dawson, to do so last time. He was upset that the NAS/UWT saw

a settlement of the dispute as a "truce" before renewed industrial action next year.

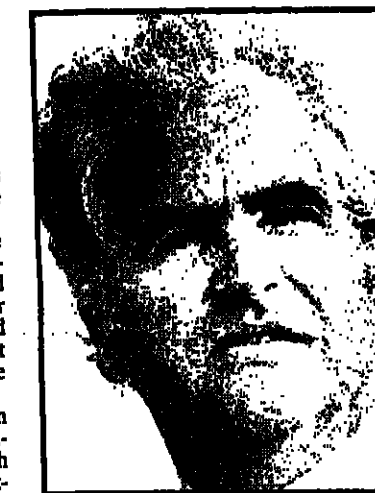
Mr David Hart, who in addition to being general secretary of the National Association of Head Teachers is now secretary of the teachers' panel, said he felt his association would then press for informal negotiations with the employers.

This would be to try and overcome difficulties stemming from the authorities' condition last time they tabled the offer. They insisted that the offer would have to be accepted and industrial action called off before it was formally put to teachers in the Burnham committee.

With a month passed since Sir Keith Joseph's decision to alter representation on the teachers' panel - and with teachers still continuing their industrial action - the chances of a quick settlement appear to have receded.

Employers have come under pressure not to go beyond the 6.9 per cent figure as many i.e.a.s. say they cannot afford it - let alone more.

The NAS/UWT's action committee has already approved plans for selective strike action next term. These will be put before its full executive today. Mr Fred Smithies, general secretary, said: "I am not anxious to see my members going into 1986 still paid on 1984 rates. But that doesn't mean we are ready to accept anything."



Giles Radice: inquiry

The best hope is for the employers to increase the end-loading element of the offer beyond 7.5 per cent but it is doubtful whether a new formal offer could be tabled before Christmas.

The NAS/UWT has said it will ballot its membership on any new offer before accepting it - so teachers will, almost certainly, enter next term with the pay dispute still running.

Mr Giles Radice, Labour's education spokesman, this week wrote again to Sir Keith asking him to hold an

inquiry into teachers' pay. Mr Radice was responding to an earlier reply which he considered "evasive" as it did not rule out an inquiry which covered both teachers' pay and conditions.

Sir Keith told Mr Radice this week that it was "easy for those who do not have to find the money to make such suggestions". He added that the Government was "determined to continue to work for a settlement which deals simultaneously with pay and what teachers are paid to do".

Mrs Frances Morrell, Labour leader of the Inner London Education Authority, also wrote to Sir Keith focusing on a call to him to set up an independent inquiry which covered both pay and conditions - and which would report back before the end of next year.

She also urged him to earmark more Government cash to settle this year's pay dispute by Christmas, adding that children's examination chances could be ruined if the dispute went on into next year. "Children are losing a significant part of their education - a loss which is irretrievable," she added. "Many parents are almost in despair."

The Professional Association of Teachers has urged Sir Keith Joseph to rush through legislation to impose a pay settlement upon teachers over the heads of the other unions.

Mr Peter Dawson, general secretary is also asking the Education Secretary

to give himself reserve powers to do likewise in subsequent years.

Parents are planning a day of action tomorrow to press the Government to earmark extra cash to settle the teachers' dispute.

A group of parents from Waltham Forest near London have formed a new parents' pressure group PRICE (Put Resources Into Children's Education) and have hired a bus to go to Downing Street to hand in a petition to the Prime Minister.

At the same time a Scottish parents' group SPAG (Sciences Parents' Action Group based on a school in Edinburgh) are planning to form a mile-long symbolic human chain linking the Scottish Education Office with the headquarters of the Educational Institute of Scotland, the biggest teachers' union across the border.

Parents in Manchester and other areas will be leafletting and petitioning shoppers to urge the Government to move to settle the pay dispute.

Parents of children in London schools are to be canvassed to gauge the support for a boycott of schools until the teachers' pay dispute is settled.

The move comes from a group of parents at Holland Park comprehensive school but backing is not likely to be forthcoming from the National Confederation of Parent-Teacher Associations.

Heads may ballot on lunch closure

Headteachers may decide this weekend to opt for a national ballot on closing schools at lunchtime next term. The possible closure is in protest over new plans for midday supervision deals.

Leaders of the National Association of Head Teachers are meeting this weekend and Mr David Hart, general secretary, said he favoured a national ballot on closures.

In a letter to Sir Keith Joseph, Mr Hart warns that the £40 million earmarked by the Government for lunchtime supervision deals next year is "inadequate".

He has also condemned the failure of both the Association of County Councils and Association of Metropolitan Authorities to seek negotiations on a national agreement on lunchtime supervision.

In his letter to Sir Keith, Mr Hart says the NAHT believes most primary schools would need about three teachers supervising at lunchtime - while the average secondary school requires 10.

His calculations led him to believe that if the teachers were paid £5 per session as has been mooted, this would cost £67 million annually for the primary sector and £47 million for the secondary sector.

The NAHT is also worried about the number of "ad hoc deals" emerging in different parts of the country. Only the Labour-controlled Inner London Education Authority has clinched a deal but other authorities are poised to conclude negotiations to qualify for part of the £10 million set aside by the Government from January 1 for lunchtime supervision.

Manchester and Leicestershire County Council are seeking agreements similar to the ILA deal - which excludes teachers qualifying for payments and seeks to reduce unemployment. Wakefield, however, is putting forward a deal which relies on teacher participation.

Mr Hart said if the ACC and the ILA did not negotiate a national agreement, it would lead to a series of locally negotiated ad hoc deals which might not meet the needs of local headteachers.

"The NAHT will have to seriously contemplate local or national ballots on the subject of school closures at lunchtime," he said.

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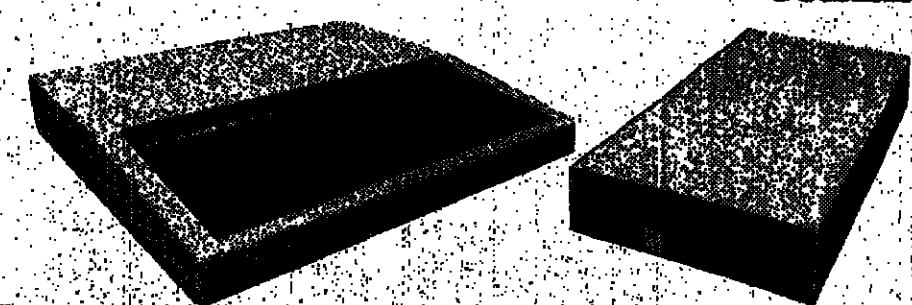
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Primary trainers voice doubts on accreditation. Bert Lodge reports

CATE chairman rebuffs attacks on criteria

by Bert Lodge

The chairman of the committee appointed by the Government to scrutinize all teacher training courses faced a critical audience last weekend at the annual conference of SCETT, the Standing Committee for the Education and Training of Teachers in the public sector.

The criteria being applied by the Council for the Accreditation of Teacher Education have aroused considerable resentment since they were published last year. Of the first nine institutions inspected only one was satisfactory.

But Dr William Taylor, chairman of CATE, assured more than 100 teacher trainers that the criteria were "not set in concrete for all time. They may well be revised in 10 to 15 years."

At the same time he spoke bluntly about the requirement that intending primary teachers should spend at least two years of full-time study at higher education level on a specialist subject. Acknowledging this demand had

perience be real rather than simulated, be related to the specialism of staff members and that it should apply specifically to course work. CATE is looking for evidence of staff development plans which can only be fully implemented over a cycle of some years.

He welcomed the obligation upon students to have school experience and of teachers to be involved in the work of the training institutions. "CATE does offer, despite all limitations, the opportunity to develop a clinical model of the relationship between schools and teacher education."

Mr Malcolm Lee, former president of the lecturers' union, NATFHE, and one of its representatives on the standing committee, took a sceptical view of the CATE criteria. "This model of teacher education worries me. I have seen a lot of bandwagons turn into hearse. This model is a backward move."

He pointed out that the Assessment of Performance Unit had shown that pupils in primary schools performed less well when there was a maths specialist on the staff.

He challenged Dr Taylor for evidence of his earlier assertion that primary teachers from the Post-graduate Certificate of Education route were of superior quality. Dr Taylor replied that the figures showed they were well sought after by employers.

Mr Francis Wright, principal of North Yorkshire College of Higher Education, said he had been in teacher training for 22 years and he was getting more and more cross. The dichotomy between subject study and method study had disappeared in the early 1970s, he maintained.

One of his worries was that two years could be spent on physics as a main subject which satisfied the criteria. "But we don't believe that is the best way for a future infant teacher to spend her time," he said to loud support.

Dr Taylor replied that increasingly primary teachers were emerging from the postgraduate route and on the evidence were much appreciated by schools. "Three whole years of subject study doesn't seem to have disqualified them from being good primary teachers."

The primary PGCE was also robustly defended by Mr Ian Kane, head of Manchester Polytechnic school of education. There were two types of student, he maintained - one grew up knowing they wanted to teach and for them the classical model of teacher training met their hopes and aspirations.

"The other type takes longer to think through their projected career profile. For this student the PGCE is the right route. The BEd would have been the wrong route."

The postgraduate course was like the final year of the BEd but, unlike the BEd, it focused entirely on professional training and it ran parallel to the school year. "I agree two years would be better but it wouldn't be twice as good."

Nursing away fears of hospitals

by Joanna Lyall

Primary school visits by student nurses can help relieve children's fears and misapprehensions about hospital life.

For the past two years paediatric nurses from Musgrove Park Hospital in Taunton, have been visiting the town's Parkfield primary school as part of their course to learn to communicate with children.

With theatre gowns, masks, stetho-

scopes and syringes and one of the children playing patient, the students explain what is involved in hospital treatment, a recent conference of nurses, teachers, doctors and administrators heard.

Children who have taken part in the programme seem particularly relaxed when they are brought to the hospital, Miss Joy Green, paediatric nursing officer at Musgrove Park, told the conference of the National Association for the Welfare of Children in Hospital.

But elsewhere the "persistent bureaucratic cruelty" of putting children in adult wards continues despite Department of Health guidelines issued more than 25 years ago, the conference was told.

Beds in children's hospitals often stand empty because consultants insist on treating their child patients elsewhere and administrators who try to

change this are told not to interfere with doctors' clinical freedom.

Little progress had been made in meeting the emotional needs of children in hospital, compared with the huge advances in scientific understanding over the past 25 years, said conference chairman, Sydney Broadbent, professor of psychiatry at Leicester University.

Each regional health authority should produce a policy for children's services reviewed yearly, the conference heard.

Six new awards were presented last week by the National Nursery Examination Board - on its 40th anniversary. The regional and national awards are part of the board's strategy to increase public awareness of the changing role of the nursery nurse and to broaden the profession's appeal to mature and ethnic minorities students.



A bright picture... painting time at Trinity House

Picture: Mike Wells

A new international prize worth £60,000 is to be shared between a centre for young families in Manchester and a Moroccan primary school for disabled children, writes Sarah Bayliss.

The prize was announced last week and has gone to two projects founded and run by the Save the Children Fund in recognition of outstanding efforts to improve children's lives by research, education or alleviating suffering. It represents a new step by the Lego Group, makers of children's toys, and will be made annually.

The award depends on nominations from Lego companies around the world. Thirty individuals, groups and organizations were candidates this year and it was the British nomination of Save the Children Fund which won.

"It couldn't have been more timely for us," said Mrs Naomi Johnson, director of the Trinity House project in Rusholme, Manchester, who accepted a cheque for £20,000 at an award ceremony in Denmark.

The money will be used to buy the freehold of Trinity House, based in an old Victorian church school in need of

renovation.

The project opened in 1981 and has grown steadily, catering for more than 150 families and employing 18 staff including ex-users. There is a day nursery open from 8am to 6pm used by more than 50 under-fives on a flexible basis. Recently a system of "contracts" has been developed whereby parents agree to give one hour a week of their own time to work alongside their own children and staff.

Mother and toddler groups, handicraft and keep-fit classes are held plus a youth club four nights a week with 60 members aged 8 to 18. Funding from the Government's under-fives initiative has been used to set up a subsidized child minding service with parents being charged lower fees and minders being offered training and support.

Driss Mekkaoui, a former pupil from the Khemisset school in Morocco, also attended the award ceremony and received a £40,000 cheque on the school's behalf. There are 120 places at Khemisset for boarding pupils, who are of primary age, come from poor homes and are often chronically disabled by diseases such as polio.

PE dives in at deep end

by Sarah Bayliss

Swimming and dancing should be included in any primary school's policy for physical education.

In a new journal for classroom teachers, Jan Bentley, an Inner London teacher, describes the value of gymnastics as well as swimming and dance, and the need for boys and girls to be taught together.

She explains how she led by example in physical education at the Fox primary school in Notting Hill Gate, which desperately lacked playground space and where the hall served as a gymnasium, lunch and assembly hall.

Her main aim was to move towards a skills-based approach and away from full team games where half the class was "lined up waiting to bat". After only a year the upper juniors were tackling four and five-a-side hockey, rugby, cricket, basketball and football and were playing "short" versions of tennis and skittles.

"The emphasis was to be on learning by doing, with the essential minimum of explanation. My colleagues had to realize that many repetitions are necessary for most children to increase their skill level."

She broke the ice by giving a demonstration lesson to her colleagues on a residential weekend at the curriculum. Equipment was a priority and, with money allocated by the headteacher, she invested in balls, bats and other equipment sufficient for one child in any class.

She provided basic lesson plans including ideas for warm-ups, skills training - with apparatus and equipment - and partner work or small team games. She also booked off-site lessons for older juniors and worked with colleagues as part of the school's in-service plan.

The children had been used to full-sided team games - football, net-

ball and rounders. "As with the staff, I introduced my approach and met with some opposition, but this disappeared quite quickly as more children began to enjoy their games lessons."

"The role of the post holder in developing a school policy for physical education" is one of nine articles in the first edition of *Primary Teaching Studies*, to be published three times a year by the Polytechnic of North London.

The journal is intended for practising teachers, heads and teacher trainers and aims to bring together examples of good practice and innovation. Subscriptions cost £5.00, including postage, and are obtainable from: Primary Teaching Studies, The Department of Teaching Studies, Polytechnic of North London, Prince of Wales Road, London NW5 3LB. (Cheques to: Polytechnic of North London.)

No sexism please, we're the EOC

Lady Platt, chairman of the Equal Opportunities Commission, (pictured) is to have a schoolboy as a work shadow.

The idea comes from the Institute of Directors which is running a work shadowing scheme for sixth-formers in cooperation with the Society of Education Officers.

The institute is trying to shed its image of a male bastion of the hard business Right and wants to be seen as an ally of education.

Mr Tim Devlin, the former educational journalist who is spearheading the campaign, says: "Offering Lady Platt a girl might have seemed the obvious thing, but it could be seen as a form of reverse sexism. We think it is a good thing for a boy to be plunged right into the centre of the campaign for equality."

Meanwhile, the institute this week held its first-ever conference on equality aimed at getting more girls on the path to the boardroom. Hilary Wince reports.

Setting out on the road to the top

A scheme to encourage thousands of sixth-formers to shadow company executives next summer was announced this week by Mr John Butcher, Under-Secretary of the Department of Trade and Industry.

But educationists warned that the project - which aims for 3,000 placements - would have little impact unless far more thought was given to how it would be operated in schools.

The DTI, along with the Institute of Directors, is asking companies to allow pupils to spend a week with a businessman or woman next summer. The aim is to heighten pupils' ambitions and to improve their attitudes towards industry.

Mr Michael Marland, head of North Westminster Community School, which runs the largest school job-shadowing scheme in the country, said this week that finding placements was easy. The difficult part was integrating pupils' experience into their wider education.

"Work shadowing which is not part of a whole school occupations policy is just not going to be effective," Mr Marland warned.

At his school all 300 fourth-formers were sent out for two days of job shadowing earlier this year. They had two days to prepare for the experience, and two days of debriefing, in tutor groups, afterwards. The experience was complex and carefully thought out.

Mr Tony Watts, director of the National Institute for Careers Education and Counselling, who is currently evaluating three shadowing schemes for the Schools Council Industry Project, said that the preparation period was vital, as it helped to sharpen up the questions pupils asked.

He said: "It is a very interesting concept, but it needs a lot of thought."

Dilemma still for girls

Girls still face a fundamental conflict between wanting to succeed and wanting to be feminine and attractive, Lady Warnock, mistress of Girton College, Cambridge, told the conference.

"Many of us want women to succeed, to rise to the top, to be equal to men. At the same time our popular culture, our folk-mythology, in the form of romantic novels, pop-song lyrics, adolescent comics and women's magazines, and... many parents and many teachers are still geared to the question 'Is she attractive?'... The notion that by succeeding academically or, later, by succeeding in any management you thereby destroy your femininity is the most pervasive threat against women there is."

Schools should do more, not just to urge girls into subjects like physics, but to provide role models and to encourage girls to analyse and criticize popular images, she said.

But schools were part of society, and girls would be unlikely to see many women in senior jobs.

Lady Warnock added: "When I recently was involved in the election of a vice-chancellor for a modern university, not only were there women applicants, but no one even thought of a woman to put forward to supplement the list. The question simply never arose."

"The world of education, which ought to be the most equal, still has a very long way to go."

Grit and polish win, say women

Determination and a good education, in that order, are the most important ingredients for success, according to women executives.

Conversely a lack of qualifications, and "educational bias" are among the factors which hold women back from the top.

MSC issues timetable for bringing in 'approved training status' on new YTS

Training challenge to employers

Employers will have to prove they are good enough to run training under a new system announced by the Manpower Services Commission this week.

It will be the first time that such demands have been made in Britain.

An MSC announced timetable for the introduction of its approved training organization status system.

The Commission will use it to make sure that youngsters in the new two-year Youth Training Scheme are trained properly by people who know how to do the job.

The papers lists requirements which firms and other organizations, including local authorities, will have to meet to gain such status and qualify to run YTS schemes.

They include:
● Experience of training;
● The right equipment and premises;
● Competent staff;
● Acceptable plans for training, assessment and self-monitoring; and
● Proof of financial viability.

The paper also sets out a code of practice for the selection, briefing, and training of adult staff.

Organizations judged to meet the requirements will be granted "ATO status", which will eventually be a condition for retaining a YTS contract.

The decision on whether a provider meets the requirements will be made by regional directors of the MSC's training division, taking into account report and recommendations by local

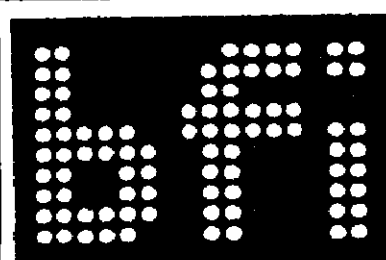
staff and the views of the area manpower board.

In the case of some big national organizations the report will be drawn up by the Training Standards Advisory Service, the training inspectorate the MSC is setting up for the scheme, and recommendations will be made by a sub-committee of the national Youth Training Board.

Providers will not become eligible for approval until they have been operating in the YTS for at least six months. Those who are already in the scheme will be able to apply after next April and the MSC expects all of them to do so by September. Any who fail will have a further six months to put matters right.

From the following April, organizations promising to apply for approval will be given contracts which will only be renewed if they secure it. To some the MSC will give provisional approval subject to the organization making specified improvements. There will be a right of appeal to the MSC's chairman, who may ask for an inspection by the Training Standards Advisory Service.

The service, whose function the paper describes as "analogous to HMI" will be staffed mainly by experts brought in from industry and education and will visit each YTS scheme every few years and make a detailed report on its quality. The MSC says the service will complement routine monitoring by the Commission's local staff.



Student video cash plan

The British Film Institute has plans to finance videotapes produced by college students and YTS youngsters, Gillian Macdonald writes.

Ms Colin MacCabe, the new head of BFI production, said they hoped to encourage young film makers working with images and sounds and provide extra funding for finished products.

The idea would be to run a competition into which any kind of programme - news, documentary or feature film - could be submitted and for Channel 4 to broadcast the winning entries.

Discussions are still at an early stage and above all a sponsor is needed to collaborate in the proposals.

Firm move

More than 100 teachers are being seconded into industry and commerce in a new curriculum project. The project, organized by SATRO, the Science and Technology Regional Organisation, will encourage teachers and industrialists to work together to produce teaching material with applications in science and industry.

Edited by Mark Jackson

A Unilever Business Simulation Game...

UNISIM
Unilever Business Game
Tutor's manual
Commissioned by
Unilever Educational Liaison

UNISIM is a computerised business simulation game developed with the help of teachers. It can be played by between three and seven teams. It is intended primarily for fifth and sixth form students of any discipline to give them experience of what is involved in managing a business and the importance of decision-making. This interactive game is very flexible and can be played in a simple form but as tutors and students become more experienced, up to seventeen options can be introduced to make the game more difficult. The game can be run continuously or over several sessions with intervals between. Decisions have to be made concerning production, marketing, selling, finance and planning. The overall winning objective of UNISIM is to hold the dominant position in the market judged by percentage share and by profit.

UNISIM has been written in BASIC II and tested by Unilever on the following equipment: BBC model B microcomputer OS 1.2 (without Econet modification), Olivetti OPE JP 101 Printer, Single 40 track Disc Drive, Visual Display Unit.

UNISIM may run on other configurations but has only been tested by Unilever on the above. UNISIM is available at a cost of £35.00 per game.

Each UNISIM package consists of: One Main Disc, One Archive Disc, One Tutor's Manual, 20 Student's Manuals, 10 Guides to Financial and Management Information.

To order UNISIM please send cheques/postal orders made payable to UNILEVER PLC to: Unilever Educational Liaison, PO Box 88, Unilever House, Blackfriars, London, EC4P 4BQ.

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Plan to cut nurseries rejected - but battle goes on

A recommendation to halve nursery provision and to offer free space to voluntary pre-school groups, has been thrown out by Croydon education committee. However it will be reconsidered by the full county council on December 16.

The proposal, which would save £750,000 annually, is the third threat to nursery education in Croydon in a year.

"It's an intolerable situation for professional people and parents to be put in," said Mrs Margaret Morgan, county secretary of the National Association of Head Teachers. "The service has been continually and continuously under threat for the past 12 months."

The authority is "hung", with Conservatives and Independents holding the chairmanships. Their policy is to avoid Government spending penalties and a £2.2m cut in the budget.

A proposal to stop all school building work - excluding those projects connected with Section 12 notices - was referred to the county's policy committee but a recommendation to stop retaining payments for ancillary staff was rejected.

NEWS

Chilean Saturday schools threatened with closure

by Hilary Wilce

Two Saturday schools for the children of Chilean political exiles are under threat of closure because of the abolition of the Greater London Council.

The schools are financed almost exclusively by a grant from the GLC women's committee. But this funding will end in March.

"We are desperate", Mr Francisco de Luca, of Chile Democratico, the national organization of Chilean exiles in the United Kingdom, said. "If we don't get some money from somewhere all our work will be finished."

The schools teach Spanish and Latin American culture and history to about 50 children, aged from five to 12. Most were born in the UK and their parents fear that without this tutoring they will grow up knowing nothing of their background.

They feel this keenly, since most of them fled to Britain after being persecuted and, in some cases, imprisoned and tortured because of their opposition to General Pinochet's military

Government. Between 1974 and 1979 the Labour Government offered visas to 3,000 Chilean political refugees and prisoners of conscience.

The schools were set up by the women in the Chilean community, and now have a detailed philosophy. Using the ideas of the radical educationist,

Paolo Freire, the children are given both theoretical and practical teaching. The teachers are aware that the children are in school all week, and try to maintain a varied programme.

Spanish is a basic lesson - although most speak the language at home, it quickly becomes swamped by the English learned at school - as an elementary fact about the conquest and economic development of Latin America. They also learn about the music and food of Chile.

One school runs in Islington, in north London; the other in Wandsworth, in south London. Each has a budget of £6,000 a year and teachers, many of whom taught in Chile, are paid only expenses.

Mr de Luca said that although all the parents were political exiles, the schools were not in the business of indoctrination. "Inevitably, they will reflect our general philosophy, but this is simply a philosophy of faith and hope."

Teachers work without pay

Home thoughts from abroad

Teachers work without pay

Teachers work without pay

Teachers work without pay

Teachers work without pay

The challenge of the future

The Times Educational Supplement Engineering Essay Competition for students, teachers and careers officers

Win £500 for yourself and your school in a competition jointly sponsored by The TES and the Engineering Careers Information Service (ECIS).

WHAT YOU HAVE TO DO:

Write not more than 750 words on: "What do you think is the greatest challenge facing engineering today?"

PRIZES

There will be three categories for prizes:

1. Pupils in schools aged between 11 and 14 on August 30 1986
2. Pupils in schools and colleges aged between 15 and 19 on August 30 1986
3. Teachers in schools and colleges of FE, careers officers and teachers and careers officers in training.

First Prize in each category will be £500 to the winner plus £500 to the school of each winning student

Runners up: Two runners up in each category will receive £200 and there will be three further prizes of £50 in each group

THE RULES:

1. The last date for receipt of entries is March 27, 1986
2. Entries should be sent to: The TES Engineering Essay Competition, ECIS PO Box 178, 64 Clarendon Road, Watford, Herts WD1 1LB
3. Every entry should be headed by the entrant's full name and address.

Pupils should also give their date of birth. Entries from schools and colleges should give the name and address of the school or college. Careers officers should give their present employer and position.

4. All entries become the copyright of the organisers of the competition, Times Newspapers Ltd and the Engineering Careers Information Service, who may reproduce any entry in whole or in part.

5. Receipt of entries will not be acknowledged.

6. No correspondence can be entered into.

7. The decision of the judges is final.

8. Entries exceeding 750 words will be disqualified.

THE JUDGES:

Antony Whitall CBE, Chairman, Engineering Industry Training Board.
Alex Perry, General Secretary, Confederation of Shipbuilding and Engineering Unions.
Dr James McFarlane, Director General, Engineering Employers' Federation.

Dr Elizabeth Laverick, Deputy Secretary, Institution of Electrical Engineers.
Mrs Mary Metcalf, Headteacher, Haggerston School, London.

Derek Redding, Director of Personnel, Northern Engineering Industries PLC.
William G. Friggens, Director, Engineering Industry Training Board.

Stuart Madsen, Editor, The Times Educational Supplement.

Bob Dee, Features editor, The Times Educational Supplement.

The Engineering Careers Information Service was set up in 1976 to provide information about careers in the engineering manufacturing industry. It is sponsored by the Engineering Industry Training Board, the Engineering Employers' Federation and the Confederation of Shipbuilding and Engineering Unions. ECIS produces literature and aids for young people and those who advise them on career choices and provides teachers and careers officers with opportunities to gain experience in industry.

THE TIMES
Educational Supplement

NEWS

Fifteen years of debate and policy-making on examinations and the curriculum, and how they should relate, have resulted in conflicting demands being made on schools by the DES, HM Inspectors and the Manpower Services Commission. As one of the events marking our 75th anniversary, *The TES* held a conference in London last week entitled 'Contradictions in the secondary curriculum'. The conference was attended by 100 practitioners - mostly heads, their deputies and advisers. Professor John Tomlinson, who chaired the conference, begins our three-page coverage with his impressions.

Policy-makers must take heed

The dominant impression made by the conference was of the range and depth of feeling and concern to be found in all corners of secondary education. Those responsible for policy should take heed. But for the TES conference there would have been no national platform where all the constituencies present could have met. Their concerns were not only about current difficulties but about the fragmentation - as they saw it - of policy, and its onward rush. The contrast with Scotland, where the Consultative Committee on the Curriculum and the Scottish Examinations Board retain an element of representation was clear. So too was the determination in Scotland that assessment should reinforce, not distort, new curricula.

The TES is therefore to be congratulated on its initiative, although it yielded some unexpected results. The conference revealed that the contradictions stretch well beyond the purposes of the system and how it should be organized. There was, for example, little common ground between those familiar with the national curriculum who felt that international comparisons reveal that our people are by no means so well educated and trained as the people in countries which are our competitors, and those whose perspective is a particular school or, e.g., a particular subject.

Unfortunately, this was often expressed too simply as an opposition between the instrumental curriculum "for the economy" and a liberal or common curriculum. Nonetheless, some examples came through of schools where the common unifying curriculum and the new processes and aims of say, TVEI, had been reconciled so as to change the curricular experiences of all children.

Another recurrent theme was the time and expertise required from teachers if they are successfully to transform the schools so that instead of the drip-feed period-based, subject-dominated timetable there are choices of learning through modules as well as a common core of curriculum. The unreasonable of trying to revolutionize



John Tomlinson

Aims of the conference

The conference set out to consider, among others, the following key questions:

- How is the idea of a common curriculum reconciled with TVEI and its development?
- What are the implications of the extension into secondary schools of pre-vocational certification alongside the GCSE?

It was a day which highlighted

the curriculum and examinations without the massive addition of teachers' time which had been allowed for in the 3 per cent of schools tackling TVEI was illustrated and driven home in many ways. Here the sense of frustration became almost tangible: there is often a will for change but too little opportunity to create it under the daily pressures and the added difficulties of contraction and retrenchment. It was clear that many felt that the national high command was out of touch.

There was no meeting point between those who thought GCSE's time had already passed and those who thought it could be made to serve these new times. But there was universal condemnation of Merit and Distinction grades.

There is still a long way to go before everyone in the educational world sees how they can reconcile the idea of the school in the market place, adopting an entrepreneurial approach and raising funds where it may, with the idea of the school as a contribution to social cohesion, drawing strength from its community and contributing to the opportunities of all around it. The first places the emphasis on the school as institution; the second on education as a process. Someone at the conference said they thought parents and public were beginning to lose interest in schools; but that they were more interested than ever in education.

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How the Scots' best-laid scheme went agley

by Diane Spencer

The boycott by Scottish teachers of all new curriculum development in support of their pay claim will have a damaging and serious long-term effect, Sir James Munn said in his opening address.

Sir James, chairman of the Scottish Manpower Services Commission and the Scottish Consultative Committee on the Curriculum, said the implementation of the new Standard grade courses had been suspended as a result of teachers' action.

"This, despite the fact that the development commands wide support from parents, employers and education interests, including the very unions who are taking action against it."

Sir James explained that the origins of the new Standard grade courses, designed to replace O level, went back more than 10 years. It then became clear that secondary schools were not coping well with problems arising from the introduction of comprehensive education and the raising of the school leaving age.

Two committees were appointed, one chaired by himself to look at the curriculum, the other chaired by Dr Joseph Dunnington to investigate assessment.

Since then, developments on curriculum and exams have gone hand in hand in Scotland. A joint working party, bringing together the CCC (the Scottish equivalent of the Schools Council), the exam board and the education authorities had been set up to ensure better co-operation.

The new Standard grade courses

were to have been phased in from the 1984-85 school year. The first exams under the new system would have been introduced in 1986, and the system would have become fully operational by 1989.

But the development was caught up in the campaign by the Scottish teacher unions for an independent pay review. Although the national guidelines for the new courses were much fuller than the exam syllabuses which they replaced, they need to be "fleshed out" by teachers, he said.

Following the boycott, schools have gradually had to revert to the previous O grade syllabuses. The Scottish education minister has had "reluctant" to agree to make O grade exams available alongside the new Standard grade in 1986. The introduction of phases 2 and 3 has been postponed.

"It was very disheartening for those who had put a tremendous commitment and effort into the development of Standard grade; and a great deprivation for pupils, not so much for the able ones who have the well-established O grades to fall back on, but for the 50 per cent, or so, for whom there was no adequate curriculum provision under the old arrangements."

However, another major development, the Scottish Education Department's Action Plan, published in January 1985, "ran like a hare" from the start, in marked contrast to the "tortoise" of the Standard grade.

The plan was to improve the quality and coordination

Sir James Munn: remains optimistic despite recent setbacks

of education for the 16 to 18 age group. Although it is primarily concerned with further education, some modules have been made available to schools, thus obviating the need to develop new vocational courses for post-16s.

Schools had generally welcomed the new 16-plus modules as they had provided an appropriate curriculum for less academically inclined pupils. And they had brought many adults into schools.

In Strathclyde Region alone, more than 3,000 in 1984-85 compared with 700 in the previous year. "An attractive side-effect for teachers at a time of falling rolls," Sir James added.

A useful spin-off from this Action Plan has been "fruitful interaction" between schools and FE colleges. In many areas, consortia of smaller schools and an FE college have been established to make more efficient use of resources.

He had noted some opposition to these arrangements on the grounds that they threatened the integrity of the secondary school; but overall the reaction was favourable. "There has certainly been a considerable blurring of the old lines of demarcation between the two sectors."

On the whole, Sir James was optimistic about the new developments in Scotland, but there had been setbacks and disappointments, as well as the "tortoise" of the Standard grade.

What he hoped we have achieved is a major improvement in the quality of education - and that is what it is all about.

ment arrangements for the new Standard grade from education and industry. He reassured his critics that a committee would soon try to set matters right.

During his second term as chairman of the CCC, he intended to establish closer links with education authorities and schools.

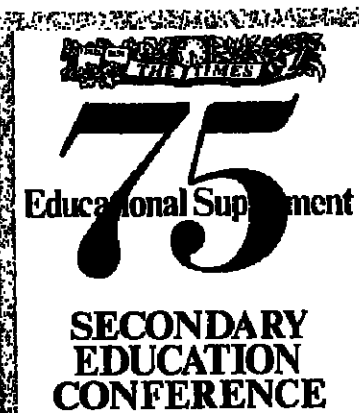
On the positive side, he said: "We have established, through the joint working party system, effective arrangements for the collaboration of curriculum and assessment interests in developing new courses, so that assessment does not lead curriculum, rather does it underpin and reinforce it."

"Cooperation between the CCC and the Scottish Examination Board is crucial; and we work hard to maintain this."

Sir James said that his committee on secondary education had achieved a curriculum structure for 14 to 16s which was widely accepted and had proved strong enough to take on board technological change. And it now had a much better relationship with industry and commerce than 10 years ago.

"The opportunity had been taken to modernize and improve the curriculum through the revision and updating of content and the adoption of new approaches to teaching and learning. What we hope we have achieved is a major improvement in the quality of education - and that is what it is all about."

But he assured his audience that the forthcoming grade criteria would not follow "a fragmented, unwieldy, and possibly ultimately an anti-education



Building up from a sound foundation

by Biddy Passmore

The close relationship between the best of new curriculum development and the guidelines for the 16-plus exam was stressed by Sir Wilfred Cockcroft, chairman of the Secondary Examinations Council.

Speaking on the theme "Why GCSE?" Sir Wilfred gave a robust defence of the national criteria for the new exam, provided some reassurance about the grade criteria that are to follow, and answered criticisms that the new exam was dictating the curriculum.

The fundamental thrust of the GCSE - the 16-plus - was based on the assumption that all were "concerned to seek positive evidence of achievement, wherever that is to be found, and at whatever level of attainment it is discernible," Sir Wilfred said.

The criteria reflected the belief that there was a foundation of learning that schools must ensure was mastered by virtually all children by the time they reached statutory school leaving age.

In GCSE terms, this foundation was represented by grades F and G - Foundation Grades. It was necessary to reverse past thinking and design syllabuses upwards from a sound foundation, so that we could be sure of seeking positive evidence of achievement from all.

This foundation was much more than "just a list of topics and skills" to be examined in the GCSE. It must be the foundation for all that followed. And it was necessary to reach a consensus about it, about required standards and how they could be upheld.

The SEC had to be concerned with checking those standards, he said, adding: "I don't beat about the bush - I do believe our examination system exists to check the work of our schools."

Sometimes it had been possible to argue that exam syllabuses had usurped good curriculum practice and indeed been used as a replacement for the curriculum. But more positive influence had also been brought to bear, and much good practice had come about, as a result of the links between schools and exam boards.

Among many good aspects of the national criteria, he singled out two: the idea of differentiating between levels of attainment without "stratifying" pupils and the notion that written exams alone could not be adequate.

"Any new examination scheme or system must not be restricted to time, written, end-of-course, classical-type sufficient check on what pupils can do," he said. "In the past what was assessed was important, in the future what is important must be assessed."

"We owe it to our pupils to be ever more explicit about what is to be assessed, how it will be assessed, against what yardsticks it will be judged, and how it will be reported," he added.

But he assured his audience that the forthcoming grade criteria would not follow "a fragmented, unwieldy, and possibly ultimately an anti-education

Continued on page 14

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OVERSEAS

How democracy has beached Sandy through taxpayers' vote

UNITED STATES

Bill Norris on the town that stopped paying its teachers

The classrooms and playgrounds in the little town of Sandy, Oregon, are locked and empty. They have been that way for almost a month, and the 1,400 pupils are having to stay at home. The reason is not a strike by teachers, though these have been prevalent in the American north west this year.

Sandy's teachers would love to be working, but every single one of them has been made redundant. They have no income and an uncertain future.

The problem is that Sandy, with a population of 3,500 who are mainly commuters to the nearby city of Portland, simply cannot afford to keep its schools open. They are mainly supported by local property taxes, state aid having dwindled since the recession hit the timber industry, and each year the residents get a chance to vote on the taxes they will pay.

It may sound democratic - most British ratepayers would jump at the chance to have a direct say in their local taxation - but the system has backfired. When the voters were asked to approve a \$2.2 million (about £1.75 million) education levy at the beginning of November, they defeated the

proposal by a 35-vote margin. It was the third time the question had been asked, and the money in the town's coffers had run out. Since Oregon schools cannot by law operate at a deficit, there was no option but to close them down.

Voters will be asked yet again to approve the levy in an emergency vote on December 3. If they still decline to endorse it, Sandy's schools will be closed indefinitely.

And this is not the first time in Oregon. Since 1976 some eight school districts have shut down temporarily because voters refused to spend the money needed to keep the classrooms open. Sandy is the second to close this year, and two more, involving more than 12,500 students, are planning emergency votes to try to avoid this.

There is talk in Sandy of suing the Oregon state government, which is required by its constitution to provide a "uniform" system of public schools. This idea is even being supported by officials in the state Department of Education, who are fed up with the constant disruption.

A solution was proposed earlier this year. The legislature suggested a 5 per cent sales tax to stabilize school funding and reduce property and income tax all round. But this was rejected overwhelmingly by the voters in September. The teachers of Oregon are beginning to wonder about the merits of democracy.

DAVID KIRP'S AMERICA

Yelling "Save our school!" and carrying banners that demand "Don't kill 122 years of glory," pupils at San Jose High recently staged a mass walkout. Those pupils, most of them Hispanic, were protesting about a plan to close their high school, one of California's oldest. The proposed closure is designed to satisfy a desegregation order - an order written, ironically enough, for the ostensible benefit of the protesters.

Meanwhile, Los Angeles is bracing itself for yet another round of a desegregation case that has been in court, off and on, for more than 20 years. When the lawsuit was first filed, the city's schools were overwhelmingly white. But today whites and blacks together make up less than half the enrolment. Los Angeles now has a predominantly Hispanic school system, but the pupils of Latin American descent are all but invisible in the desegregation case.

It is 31 years since the Supreme Court declared in *Brown v the Board of Education* that Jim Crow had no place in state schools, that separate meant unequal. If you measure time by the shifts in social currents, that case might as well have been decided in the Stone Age.

Not that the principles of *Brown* have eroded one whit. Government imposed segregation is wrong because it adds insult to injury for minority pupils. As a racial insult, segregation is an all-but-explicit declaration that minorities are not as good as whites. This, in effect, undercuts their educational opportunities. If the government adopts one set of rules for whites, another for blacks, you have apartheid, American style.

In 1954, the dual school systems in the southern states had to go as a matter of simple justice. A decade later, the strategies adopted by north-eastern states to keep blacks confined in the ghettos were seen to be morally, and legally, as the unsuitable racism practised in the South.

But much has changed since. Through court orders and with the beneficial effects of time, school districts from Mississippi to Massachusetts no longer have a policy of segregation. But they must respond to the demographic facts of life. Urban schools are, more and more, predominantly minority schools. Unless megadistricts come into being, integration in many places is a practical impossibility.

Education chiefs agree to inter-state comparisons

In a dramatic reversal of a policy which has held fast for two decades, the chief state school officers of America have decided to endorse state-by-state comparisons of their educational performance, based on a common standard. In the 1960s, when the Federal government launched a nationwide testing programme, the state superintendents insisted that all comparisons should be barred.

The change in attitude began last year, when by a single vote after an acrimonious debate the superintendents' council was given the go-ahead to set up a state education assessment

School systems are not standing still. More and more inner city schools are being established. They promise a better education; they also encourage integration by creating school communities of choice. Many families, black and brown as well as white, are rediscovering the virtues of neighbourhood schools. They're learning that you don't have to be a racist to question the value of hour-long bus rides.

None of this has affected the National Association for the Advancement of Coloured People, which is still bringing segregation cases, and still pressing for all the bussing a court will order. There's something to be said for consistency, but the NAACP's insistence on "bussing now, bussing forever," won't answer the school districts' dilemma.

Hispanic youngsters in Los Angeles are at present stuffed into overcrowded schools. But the district can't build additional classrooms in those neighbourhoods without risking new charges of discrimination. Hispanic community leaders have spoken out in favour of bigger neighbourhood schools and against a quixotic attempt at integration.

The NAACP's lawyers aren't listening, however. Instead, they're talking about "acts of containment" by Los Angeles school officials - acts carried out 20 years ago. As for how the lawsuit will affect Hispanics, the NAACP has nothing to say.

Although more pupils are now being bussed voluntarily to promote integration in Los Angeles than were bussed in 1980 to satisfy a court decree, the NAACP calls it "window dressing".

The choice is not easy for Los Angeles or San Jose, as there is no assurance that white pupils and minority pupils would get a decent education - an education that doesn't depend on the colour of their skin.

That's what the *Brown* decision stands for. The danger of fixating on racial balance, as some of the partisans in Los Angeles and San Jose are doing, is that integration becomes a purely symbolic issue, divorced from what actually happens in schools. If that occurs, it's the children who come out around to introducing.



Hispanic teenagers: position unclear

Deadlock on Catholic schools cash

CANADA

John Best on a public funding row that has divided Ontario

A decision to give Roman Catholic schools in Ontario full public funding has led the province into a political quagmire.

The move was made a year ago by Mr William Davis, a Conservative who was then on his way out as the leader of Canada's most populous and industrially-powerful province.

Not long after announcing it, Mr Davis said that he intended to resign, following 13 years in the First Minister's job.

It fell to others, of a different political persuasion, to put the policy into effect, and the issue has since come to dominate all others in this province of nine million people, about 35 per cent of whom are Roman Catholics.

It has opened wounds between the Catholic and non-Catholic communities that few could have thought possible a year ago. It has also brought job fears among Ontario's 36,000 public high school teachers and has triggered demonstrations, court cases and legislative hearings. In addition, many people think it played a part in the toppling of the Tory government earlier this year after 42 years in office.

Twelve months on, the fate of the full-funding initiative is still very much in the balance.

Ironically, it is a Liberal government that now faces the formidable task of trying to make it work.

The Liberals, who had endorsed the principle of full-funding from the start, assumed power in June and proceeded to bring in the legislation which the Tories had talked about, but never got around to introducing.

Recently, the Government suffered

a major setback when a judge of the Ontario Supreme Court issued an order restraining it from giving \$34 million (£20 million) in interim grants to Catholic separate school boards. The judge ruled that the payments must be withheld until a lower court has ruled on their legality.

The Metropolitan Toronto School Board and the Ontario Secondary School Teachers' Federation, representing public school teachers, are challenging the province's right to extend the interim funding.

They contend that no money should be turned over until the provincial court of appeal has rendered judgment on whether the legislation contravenes guarantees in the Canadian Charter of Rights and Freedoms against discrimination on the basis of religion.

This ruling was sought by the Government itself after opponents of the Bill claimed that it discriminated in favour of Catholics by giving them educational privileges that other religious groups are not entitled to.

At stake in this increasingly complex and infinitely sensitive issue, is government financing for the last three grades of high school: 11, 12 and 13.

Catholic schools in Ontario are already publicly funded through the first 10 grades. Non-denominational public schools are, of course, fully funded through all grades.

The Government's plan, now temporarily derailed, is to cover the remaining Catholic grades in a three-stage process, with Grade 11 being funded this year, Grade 12 in 1986-87, and Grade 13 in 1987-88.

Public school teachers are nervous because one effect of the legislation will be a large-scale movement of Catholic students from public schools to separate schools.

These are students whose families could not afford to pay stiff tuition fees charged by separate schools, which henceforth - if the legislation goes through - will not have to be paid because the schools will be financed out of public funds.



William Davis: his decision has opened old wounds.

On the other side, supporters of the separate school system say that Catholic boards should not be forced to hire teachers who do not share Catholic beliefs and values.

Public school boards are expected to lose around \$C185 million in tax revenues as a result of Catholic families shifting their tax contributions from the public to the separate school system. Part of this will be offset by refunds the separate boards have to pay public boards for Catholic students who remain in the public stream.

Still, according to public school officials, the loss of revenue will be great enough to kill off adult education and other special programmes run by public boards.

But the most pressing concerns at the moment must be those faced by Catholic boards that hired extra staff and laid on extra programmes this year in anticipation of a \$C34 million Government handout which they had counted on to take the place of Grade 11 tuition fees.

They say they have no intention of turning the clock back and making the students pay. Yet most will have to struggle to make ends meet if the courts don't unblock the money soon.

A further court hearing has been set for December 9.

This year alone an estimated 6,300 more students are attending separate schools across Ontario than would have been the case in the absence of the Government promise to pay for Grade 11. Roughly 280 jobs in public high schools have disappeared as a result. Increases of about the same magnitude are expected to occur in separate schools next year and the year after.

In September 1984 about 47,000 students were attending Catholic schools in Ontario. About 32,000 of these were in Grades 11, 12 and 13.

Public school teachers whose jobs vanish as a result of the massive changes will not be left without protection. The legislation provides for a 10-year period in which separate school boards will be required to make jobs available to them. (It also requires that Catholic schools make room for any non-Catholic students wishing to enter, so long as sufficient accommodation is available.)

But public school teacher organizations continue to press for full, unlimited job guarantees. They have also expressed concern about how they will fit in a curriculum that includes Catholic religious instruction, and about possible discrimination against divorced non-Catholic teachers.

National training plan urged to beat imbalance

SOUTH AFRICA

The hugely unequal distribution of teachers in South Africa - a large surplus in the white and Indian schools and a chronic shortage in the coloured and black schools - is one of the many educational problems plaguing this troubled country.

At present, each educational department - white, coloured, Indian and black - trains teachers to meet its own needs.

There should be a national plan for the training of teachers, and until this happens there will be no improvement, a leading educationist, Dr Ken Harber, says following a recent announcement that only 100 of the 600 newly-qualified Indian teachers would be given positions in schools.

The same problem exists for white schools because the declining white birth rate, increasing emigration and the drop in teachers' resignations have created a teacher surplus.

If any parity between black and white pupil/teacher ratios is to be reached by the year 2000, the Govern-

ment's target, about 17,400 black teachers will have to qualify each year. In fact, at the rate South Africa is currently producing black teachers, there will be a shortfall of about 190,000 teachers by the next century.

The severe shortage of teachers in the black schools is coupled by poor qualifications. In white schools, only 4 per cent of the teachers are under-qualified while in the black schools this figure stands at 78 per cent.

While the black teachers' training colleges are over-subscribed, some white colleges are little more than half-full - black students may not attend these colleges. The president of the National African Teachers' Association, Professor Alex Thembele, said a short-term solution might be to place the white and Indian surplus teachers in the black schools, but South Africa's education system could only run satisfactorily on racial segregation had been removed.

The London borough of Brent plans to loan a teacher to the African National Congress's school in Tanzania as a "gesture of solidarity" at a cost of nearly £12,000.

Secondary watchdogs under fire

IRISH REPUBLIC

John Walsh on criticisms of ministerial plan

Mrs Gemma Hussey, the Irish Education Minister, has run into a storm of criticism over proposals to set up local education councils to oversee the secondary school system.

Roman Catholic school authorities and teachers will not talk to her about the proposals, the state sector schools say they are unworkable and the main opposition party says it will oppose her plans if and when she brings them to Parliament.

The reaction to the Green Paper, *Partners in Education*, once again shows how difficult it is to achieve a consensus for structural change in Irish education.

The arguments were never very favourable. A decade ago, Catholic and Protestant secondary school authorities demanded statutory guarantees for the future of their schools before they would get involved in talks on regionalization. The talks petered out.

On this occasion, details of the Green Paper were leaked in the morning newspapers the day Mrs Hussey called her news conference. So, too, was a report prepared earlier by the Catholic Bishops making known their opposition to regionalization.

The Bishops' report pointed out that two out of every three pupils went to Church-linked schools (the remainder going to vocational, community or comprehensive schools). Democracy was not achieved by creating complex and costly structures and organizations, arrangements, putting politicians in educational management, and introducing or imposing changes from the

centre which were not needed, it argued.

The Paper proposed the establishment of 13 local education councils, four in the greater Dublin area and the other nine covering the rest of the country.

The councils would each have 30 to 32 members, about a third of them from the local authorities, with the remainder drawn from parents, teaching staffs, church-linked schools (five representatives), public sector schools (three seats) and primary schools.

There would also be representatives from adult education agencies, youth services, and training manpower agencies whose work would be co-ordinated by the councils.

All schools would have boards of management with hiring and firing powers, and for the first time, representatives of the councils would be allowed on the boards of church-linked schools.

The reaction was swift. Secondary teachers said they would not accept Mrs Hussey's invitation to talks until their current pay dispute was resolved. And Catholic school managers said they would not accept the invitation either until the Minister moved to redress the education cuts of 1983.

The vocational school authorities - the biggest in the public sector - were not happy either. There are about 250 vocational schools run by 38 vocational education committees whose members are appointed by the local authorities. Under the Green Paper these committees would disappear.

The committees were not opposed in principle to new local structures but they argued that the proposed councils were too large, covering four counties in some cases. This was the same argument used by the main opposition party, Fianna Fail, which said that the councils should be based on the county unit.

After consultations, Mrs Hussey wants to introduce legislation either towards the end of next year or the start of the following year. But that would probably mean it would coincide with the run-up to the next General Election and the coalition Government, already trailing badly in the opinion polls, would hardly proceed without some attempt to appease the critics.

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Primary roar answers whimper of CDT

Sir - In his article "Bridge building" (TES, November 1) David Playfoot refers to the "CDT whimper which needs to be understood if some of the very fine work undertaken in this area is to filter down from the secondary/middle schools." Might I suggest that far from waiting for ideas to filter down, the primary sector is establishing for itself an appropriate philosophy of CDT.

This philosophy in no way separates out any one part of the curriculum. It is concerned essentially with a way of learning which seeks to bring together elements already in the primary curriculum but with a new emphasis. Within this design process it is possible to develop skills of evaluation, prediction and synthesis even with young children because they are developed within a relevant context and acquired by the children as they "need to know".

The example given of the two bridge building exercises demonstrates Mr Playfoot's confusion as to the nature of

technology at primary level.

Far from being abstract it is its very reality which excites and motivates children. It starts from the known, from the project in the classroom, work already under way, and encourages children to establish ways in which they too can respond to real problems.

Of course looking at and modelling existing solutions to bridge building will provide valuable learning experiences but it is in the process of developing their own solutions that so many genuine opportunities for activity-based learning occur. Because the children have identified their purpose and expectations themselves feedback is immediate, easily understood, at their own level and therefore that much more acceptable.

The designs which "invariably end in the bin" perhaps say something about a misconception of the purpose of the exercise. Of course it is important that children succeed in their designs and

the teacher's task in providing appropriate resources is not an easy one. The children will often want to achieve a degree of precision or sophistication in their constructions beyond their own manipulative abilities but many of the new resource materials are helping to meet this challenge.

"The whimper of CDT" has all the makings of a mighty roar. From work produced in many schools it is clear that it is a way of learning which excites and motivates many children that other approaches have failed to stimulate. Listen to an infant child tell you how important it is "to put the crank there" so that the hair on the toy shoots up and down as it is pushed along. Prediction, analysis, design? A whimper - I wonder.

PAT WILLIAMS
Primary adviser
Berkshire
Shire Hall
Reading

Unsung heroes

Sir - I would like to thank Rosaleen Clarke for putting into perspective at least one of the schools featured in your fascinating series describing "good primary practice" (Letters, November 15).

I thank her on behalf of all teachers in schools in socially deprived areas who of necessity direct a great deal of their energy towards the physical and emotional needs of the children in their care and towards the marshalling of a whole range of stretched support services which are central, rather than peripheral, to the effective functioning of their schools.

I thank her on behalf of all these teachers who by teaching with imagination and commitment, against all the odds, remain at the front of good primary practice. These are the unsung heroes of the education system today.

Take care TES, for by failing to give the whole story in this series of articles you achieve the opposite of your aim. Instead of uplifting, leading and inspiring primary teachers, by default, you will further demoralize an already seriously demoralized teaching force.

MARGARET MILLER
386 Newcastle Road
Shavington
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Cheshire



Wrong formula

Sir - Any student applying for a place in higher education faces many complexities. The hazards have increased this year because "subject preferred" has now surreptitiously become "subject required" for some courses.

The recent experience of an able student is cause for concern. She had deliberately sought breadth in her sixth-form subject by taking geography as her third subject with biology and chemistry. She studied the compendium and prospectus with a view to a degree in chemistry or pharmacy at a local university, and discovered that the only required A level subject was chemistry.

When she wrote to both departments prior to her UCCA application the chemistry department replied that she would not be made an offer while the pharmacy department said it was unlikely to make her an offer. In both cases this was because her combination of subjects would not be acceptable, maths or physics A level being essential.

Clearly competition has changed the rules, but who has told the candidates?

J.PAYNE
Head of sixth form
The Anthony Gell School
Wirksworth
Derbyshire

Slippery slopes

Sir - On the subject of the Land's End tragedy: some six years ago I helped to organize a visit of ESN (M) schoolchildren to the Snowdon area of Wales. It was an official, county-recognized, curriculum development venture in which my colleague, the inspector for outdoor education, was involved together with one of his very experienced advisory teachers.

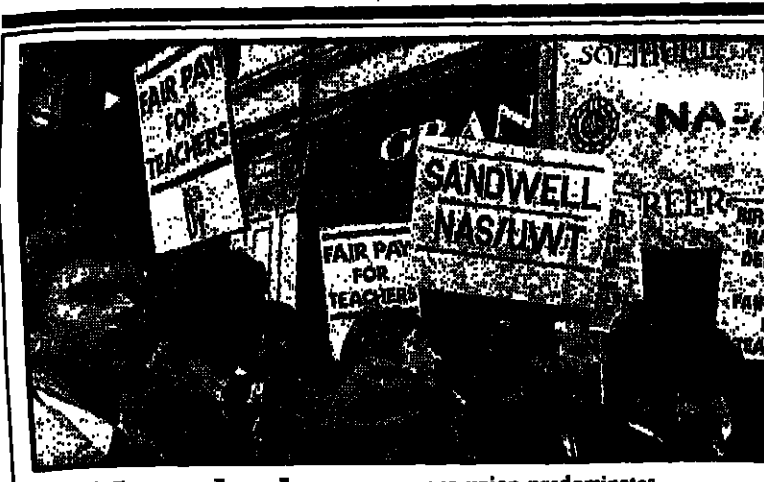
Both were experts in mountain walking and knew the terrain well. I had also explored the area a number of times previously. We also had a number of the children's teachers with us, in all, I suppose, a teacher/pupil ratio of 1:3 - far better than any ordinary school party could support.

On one walk a small boy decided, quite spontaneously, to take a short cut across a steep, grassy bank which overhung a 500-ft cliff face. Luckily, I spotted him and set off in pursuit. When he lost his footing I was close enough to grab him by the collar and hold on to him while he regained his balance. Had he been one of the bigger boys, this would not have been possible and certainly he, and possibly me, would have gone to our deaths. As it was, we were able to make our way back to the path, a little shaky but otherwise none the worse for our experience.

There is no way in which a school journey of this kind can be organized to ensure the absolute safety of all the children all the time. There are bound to be misadventures whatever the experience, expertise and planning skills of the organizers - children are children.

The way in which the staff involved in the Land's End tragedy have been pilloried by officialdom and the media has changed my attitude to school journeys. Never again will I advise a headteacher or a member of a school staff to become involved in the hard and thankless task of organizing a trip which involves any element of adventure; even a visit to the local museum must now be questioned.

ANTHONY KINSEY
Formerly senior inspector, art and design
Essex County Council
The Old Dairy
Willington
Essex



Divide and rule

Sir - I have often wondered during the many months of the teachers' pay dispute whether the teaching unions have been more concerned with securing a "victory" over each other rather than over the employers.

At each stage of the negotiations, the union leaders have seldom failed to take the opportunity to criticize each other's tactics and motives rather than blaming the real culprits, the employers and the Government.

At no time have the unions attempted to co-ordinate strike action. This might have produced a more effective result in the many schools where no

one union predominates.

In my experience, few teachers who belong to the NUT and NAS/UNT have a clear perception of the philosophies which separate them.

What is clearly supported is the belief that it would be far better for all concerned if the NUT and NAS/UNT would cease their mutual squabbling, and unite as one teachers' union.

Without such a move the teachers' case will continue to be undermined, and the employers will continue with their divide and rule policy.

BRIAN DUTTON
Palmer's College
Grays, Essex

dren are entitled to free school dinners.

Many in the profession suffering severe financial distress would have been grateful if the unions had accepted the 6.9 per cent and carried on negotiating. Such a move would at least have provided them with enough back-pay to extricate themselves from their pecuniary embarrassment. If the move were made tomorrow, it is already too late for some who have, literally, gone to the wall.

The union executive insists that teachers should not perform certain duties and it is admitted that a great many teachers have followed the union's lead. However, there are a great many teachers who have not.

In countless schools across the country teachers have continued to work in their lunch-hours, giving help to slow-learning children, running voluntary clubs and assisting in lunch-time supervision of meals. Not for money. Some may claim a school dinner valued at between 92p and £1.08p, while others

Unions wasting energies on pay strategy quarrels

Sir - The members of both the NAS/UNT and NUT at this school are disappointed by the disunity displayed by the top echelons of both our unions.

We have fought the present action alone by side. Each group has fully and actively supported the strategies of their respective unions in the fight for fair pay. Though the action of each union has been different, neither group of teachers has forgotten that we are both on the same side, the teachers' side.

Consequently we are all appalled by the recent disagreements between the executives of the NUT and the NAS/UNT. Furthermore, we find the pronouncements made by each union about the other divisive, distasteful and unhelpful.

claim nothing at all.

Supervision and clubs may take up three-quarters of a lunch hour. Who else would work for three-quarters of an hour for a top reward of £1.08p? The union insists that teachers decline lunch-time supervision. The Inner London Education Authority responds with its plan to supply an army of "super dinner ladies". These ladies are to be paid considerably more than the dedicated ladies who have assisted the headteachers for many years. Indeed, hour for hour, they will be paid more than some teachers are earning.

The paper currently circulating regarding the allocation of these posts specifically states: "No teacher may apply." Why not? Anyone who can work through their lunch hour, grab a cup of tea, and get straight back to the classroom unpaid, can surely work for an hour and be paid for it.

Of course the unions are right - no professional body should have to work through its lunch hour to make an abysmal salary up to a reasonable standard. The fact remains, many would be grateful for the extra money. We, as teachers dedicated to the profession, grow more demoralized and disillusioned with each day that passes, while the employers and union executives continue weaving a web that would rival Penelope's.

If the employers would make an offer that were not an affront; if the unions would accept a reasonable offer something short of what they are asking; if the ILERA were to offer a little less to the "super dinner ladies" so that every one else in the profession did not feel insulted; then we might just manage to keep our heads above water, surely, losing them, and blaming it on us.

A Blackmore, R Hearnden, E M Brazier, J Beames, J Kennett, J H Bailey, C Winstone, P L Perry, S Piggott, B Jarvis
Timbercroft JM School
Flintwood
London SE18

If demand for any school exceeds the supply of places. The alternative is a totalitarian system in which allocation of pupils to state schools is by catchment area and independent schools are eventually outlawed.

In the long run, education must take one of these two directions. We shall either repel the tide of socialism or be submerged by it.

The American experience makes me optimistic in the long term. As James S Coleman talks about "the demise of the common school", there is already evidence of substantial growth of a differentiated system in the form of magnet schools. There is in these schools a feeling of common aspiration and common endeavour that by a telling irony is found to be lacking in the common school.

In a free society the common school can never be more than one element among several. This is a cause more worthy of py energies than the one Mr Spivey is engaged in.

FRED NAYLOR
2 Kingsdown House
Box
Wilt

Debated quote

Sir - It was very kind of your correspondent at the AMA conference to quote me (TES, November 15). However, when I stood up at the end of the debate I made it clear that although my colleagues and I had accepted that this year's negotiations would omit restructuring, we would expect that next year's negotiations would include it. I am therefore sure I have been misquoted and that in fact I said: "Next year should not go out without a deal on conditions of service."

I am the more convinced of this because of the many kind comments which were made to me afterwards by colleagues from all sides.

PAUL CLOKE
Members' Room
Guildhall, Kingston upon Thames

GCSE challenge

Sir - I wish to repudiate the statement made by Brenda Stones (TES, November 8) that "half the social science workshops at the Association for the Teaching of Social Sciences conference were still on O level".

Packed workshop sessions were run throughout the weekend conference by representatives of the Secondary Examinations Council. My own introductory remarks at the start of the conference, the theme of which was "social science and social change", dealt with the challenge of the current educational initiatives. Two of the speakers addressing the conference participants dealt with the issue of educational innovations. In addition, joint discussions were held between representatives of various social science associations, HMI and the ILA's inspectorate.

To imply that the Association for the Teaching of the Social Sciences is not aware of, or even worse, is obstructive towards GCSE is a blatant untruth. This association is represented on the Secondary Examinations Council GCSE Social Science Committee and it has been instrumental in a number of the changes to the national criteria for social science following the preliminary draft. The association's journal includes articles on all current developments and contact names to whom teachers may write for additional information.

There were, indeed, representatives of the examination boards at the conference who were available to discuss matters relating to O and A level teaching. Not to have had them would have been irresponsible, but there was not one single workshop wholly devoted to the teaching of O level sociology let alone the "half" which Ms Stones asserts.

STEVE WALKER
Chairperson, Association for the Teaching of the Social Sciences
39 Stockwell Road
Handsworth
Birmingham

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Changing needs

Sir - Your leading article (TES, November 8) expressed views on the conference which the Committee of Vice-Chancellors and Principals convened as part of the preparation of its Alternative Green Paper. It was an occasion which brought together academic and lay members of universities, industrialists, and those from the professions and schools to share concerns about our problems.

Our full statement will be published in January and judgement should be deferred. But let it be clear that we are not complacent. We know and accept the challenge of resources. We are concerned about standards, efficiency and access. This committee set up the Reynolds group on academic standards; provided the facilities for the Jarrett inquiry on efficiency and last year we welcomed the introduction of AS levels.

The message does not come from an

ivory tower; it is one of universities' adaptation to changing needs but with the maintenance of the highest quality in their teaching and research. That costs money. There has to be wide support if we are to achieve anything approaching the graduate society in this country.

BRIAN TAYLOR
Secretary General
Committee of Vice-Chancellors and Principals of the United Kingdom

Lost confidence

Sir - I found your inclusion of an extract from *The Yorkshire Post* in the "no comment" section (TES, November 8) extremely irresponsible. There is nothing extraordinary about parents or any other person from whatever racial or cultural group not understanding the workings of a government's meeting, particularly when so many people are having their first opportunity to be involved in governing schools. You will find plenty of evidence in support of this from organizations such as the National Association of Governors and Managers.

The extract was only funny to those people who enjoy laughing at jokes that help to denigrate racial minority groups. To me, it was merely an illustration that a headteacher has lost the confidence of the parents whose children he is employed to educate.

FAZAL IQBAL
Community Relations Officer
(Education)
Wolverhampton Council for Community Relations

Hidden target

Sir - I never thought I would live to see the day when the great teacher unions of this country would be pilloried in the pages of *The Times* behind a front of anonymity, as happened in the November 15 Second Opinion. "An Education Officer" wrote that he could not give his name in case his own I.e.a. was targeted for retaliation by the teacher unions.

Headteachers and teachers are themselves at risk from those employers with a certain malevolence to the teaching profession, and yet I have not noticed teachers' leaders descending into anonymity during the pay dispute, or the Liverpool hiatus, or the Poundswick affair.

"Education Officer" claims irrelevance by Peter Snape in his original article about suspension procedures, but has himself missed the point. No one is arguing that Poundswick school or Manchester I.e.a. have failed to observe the correct suspension procedures. What the unions, and the teachers themselves, and the parents of the majority of pupils have been saying loud and clear, is that the consequences of Manchester's decisions are untenable and unacceptable.

Teachers are crying out for natural justice for themselves and for the decent law-abiding majority, as well as natural justice for malefactors. Education officers who understand the feelings and sensitivities of teachers in these troubled times would never allow a situation such as Poundswick to develop in the way it has. Other education officers have faced similar issues and joined with the schools in calm and reasonable discussion, taking the heat out of the crisis.

C.J. LOWE
Legal Secretary
Secondary Heads Association
and headmaster
The William School
Oundle
Peterborough

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Unesco's value

Sir - Kazim Bacchus's Unesco article (Platform, November 15) is a timely reminder that Britain's threatened withdrawal from the organization remains a very real possibility.

We are committed at this multicultural school to providing pupils with opportunities to increase their awareness of world problems through education in international understanding. Through our association with Unesco we have been able to forge strong links with schools in other countries. Our social education course has drawn significantly on Unesco approved sources. We regularly receive materials from Unesco and they provide us with an invaluable resource of posters and teaching aids.

Our students have raised large sums of money for Unesco co-action projects in Tanzania and have attended conferences on world issues including poverty and the defence of freedom. I believe that in a small, yet for us a very significant way, our association with Unesco has enabled us to aspire to one of the objectives expressed in the Unesco Charter - that member nations "are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives".

GRAHAM GEORGE
Headmaster
Wembley High School
East Lane
North Wembley
Middlesex

Announcements

Health Education Council
PARENTAL INVOLVEMENT IN HEALTH EDUCATION

Any parents or the wider community involved in Health Education in your school? If so, we would like to hear about it. The Project Administrator, HEC Health Education for Schools Project, School of Education, University of Bath, Bath BA2 9AY. Tel: 01225 614444 Ext 229.

(0954)

FEATURES

Private lies

Teaching in a girls' independent school opened Alison Locke's eyes to the benefits of the maintained system.

Before I took up my part-time teaching post at an independent girls' boarding school, I had been educated and employed entirely within the state system. It was therefore with interest and curiosity that I arrived to begin my new appointment. The years that I spent there were to be a revelation to me, and have opened my eyes as to the sort of education some parents are prepared to pay for.

The school's glossy prospectus offered small classes and a full range of courses from nursery classes to A level. However, many of the claims made in the prospectus were untrue, and the girls frequently complained that they and their parents had been misled as to the academic standards and the facilities available.

At first sight, the school appeared quite impressive - a charming old house set in its own grounds. However, most of the teaching was carried out in a series of shabby out-buildings; the juniors were taught in pre-fabricated huts and the seniors in Portacabins. Although classes were small, classrooms were correspondingly tiny, and separated from each other by inadequate partitions.

The main house contained mostly dormitories, some of which had to be used as classrooms in the daytime. I often had to teach four or five girls in a stuffy dormitory, where we had to remove the rightful occupants' possessions from their bedside chairs in order to have somewhere to sit, and where we were liable to be interrupted by a housemaster looking for dirty socks.

Perhaps the most telling feature of the school was the library. If a library is the heart of a good school, and books its lifeblood, then this institution was both anemic and in urgent need of a transplant. The books on the shelves turned out, on closer inspection, to be a chaotic collection of redundant textbooks, with a random sprinkling of outdated fiction titles such as *Biggles* holds his own. There was no organized fiction or reference

library at all in the school, apart from the few text books and story books (mainly Enid Blyton) kept in the classrooms by the junior staff.

The room designated as the library was not, however, redundant; it had to serve as a spare classroom, study, television room, common room for the boarders, staff dining room and needlework room. Needless to say, difficulties arose when it had to fulfil more than one of these functions at once.

The teaching staff were mostly married women, about two-thirds of whom were part-timers. The turnover was so rapid that of the 30 or so employed in my last term, only about 10 had been there for more than four years. My last year there saw the resignation of at least 13 teachers, as well as the bursar, two matrons in quick succession, two secretaries and the odd-job man. This rate of turnover did not seem remarkable when one looked at the salaries paid; the teachers' scale ranged from just under £4,000 to under £6,500 after 14 years' experience, with no extra payments for degrees or extra qualifications.

The pupils were similar to those found in the middle-ability band of a comprehensive school, but were offered far fewer outlets for their interests and energies than their maintained-school counterparts. Academic standards were far lower than many of them had been led to expect, a situation which was exacerbated by an acute shortage of books, stationary and materials. The older girls were, for the most part, dispirited and frustrated, and inclined to be loud-mouthed and ill-mannered in their dealings with each other and with the staff. These attitudes became more understandable when one considered the lives led by the boarders.

Outside school hours, the girls were in the care of the house staff, none of whom were teachers. Not all the girls boarded in the main house; some 20 were ferried by a venerable 20-year-old school bus to a boarding house in a nearby town.

Another 10 boarded in the home of a member of the catering staff, where they had to share inadequate bathroom and toilet facilities with the family who lived there.

The senior boarders had very little freedom, and even at 16 they were rarely allowed out unaccompanied. They had no facilities for private study, little privacy, almost no after-school activities or outings, no contact with boys, and, in term time at least, no steady, close relationships with adults whom they could depend on not to abandon them. In short, they lacked almost everything that makes a teenager's life worthwhile.

But it was the junior boarders who really tugged at one's heartstrings, arriving sometimes as young as four or five-years-old clutching their teddies or comfort rags. Apart from their own personal belongings, no playroom or play equipment was provided for them, either indoors or outdoors. Even the reception classroom contained very little play equipment for infants. Many seemed younger than their years; some were withdrawn and timid, while others were desperately, indiscriminately friendly to any adult who looked sympathetic.

On playground duty, I would find them clinging to my hand, asking about my home and family. The reception teacher said that at the end of the school day, the very mention of "home time" by the day girls was enough to induce tears in the boarders, who might have weeks to wait before they could go home.

Meals were monotonous and featured overcooked vegetables and too much stodge. Fresh fruit and milk had to be paid for as "extras". The cafeteria system which the prospectus claimed was available to the senior school simply meant that the girls had to fetch their dinners from a hatch, not that there was any choice on the menu.

The reader will now be asking, as indeed I asked myself quite often, why the girls were there at all, and what prompted their parents to choose this school. Admittedly, the prospectus was, to put it kindly, somewhat misleading, and the fees were comparatively low. But even the staff found it difficult to understand what the parents thought they were getting for their money.

The boarders fell into three main categories. The first group were overseas girls, mostly Ghanaians and Nigerians, whose parents had little chance to inspect the school and perhaps did not know what to look for.

The second and largest group consisted of girls

whose parents were employed overseas or in the armed services. Many of these pupils had their fees paid for by their fathers' employers.

Third, there were many girls from broken or unsettled homes, where their presence would have interfered with their parents' careers, social lives, or love affairs.

The day girls' presence there was less easily explained, especially as the school is in a middle-class area where the local schools are, on the whole, good. Perhaps their parents were worried by the cutbacks in educational spending, or by the general lack of morale in state education, now manifesting itself through teachers' strikes. Perhaps they hoped that small classes in a single-sex school would produce better results. Or perhaps, like many of the boarders' parents, they imagined that the payment of school fees would absolve them from any real involvement in their daughters' education, and that they could buy their way out of some of their responsibilities as parents.

Some parents obviously were dissatisfied, because term by term the brighter pupils left (presumably because their parents were clever enough to realize they had made a mistake) and the proportion of girls with emotional and social problems increased. I found myself less and less able to uphold the school's authority and impose discipline upon unhappy girls who, to my mind, suffered enormous deprivations. They could hardly be blamed for sulking and complaining when they found themselves in conditions which, in many ways, would have disgraced a local authority children's home.

As a member of staff, there was little I could do to change things. The school's financial position was desperate, and teachers who tried to interfere with its organization could be asked to leave. Few of us stayed there for long enough to have full protection from unfair dismissal. Eventually, I, like five others that term, left of my own accord.

Both as a teacher and as a parent, I have had my eyes opened by this experience. The happy, vigorous, purposeful atmosphere which my own children experience at the local authority school is something which I shall never again take for granted. If all parents, including those who pay fees, were to become more interested in their children's education, schools like the one where I taught would have to change their ways or go out of business, and the good schools, whether private or maintained, would get the respect and support they deserve.

FEATURES

Sooner the better?

Figures due out in the next few weeks are expected to show even more under-fives in infant classes. But Sarah Farley finds many reception teachers lacking in the experience and support they need for these young children.

A desire to "get them in and get them on" seems rather precipitant when applied to children who have only reached the tender age of four. But this is one of the pressures Norma Anderson, a senior primary inspector in Cambridgeshire, believes is behind the increasing number of four-year-olds starting primary school well before their fifth birthday.

"Some parents and teachers seem to feel that the earlier a child starts full-time school, the better that child's education will be, especially since many children do not have the chance to go to nursery school," said Norma Anderson. "We have got to look at what is actually happening to these children, many of whom may only just have turned four, and try to see whether they are learning well or not."

The 1984 DES statistics showed that more than 234,500 four-year-olds were being taught in primary schools, an increase of 12.5 per cent over the previous year. The vast majority were attending full-time. During the same period, the number of four-year-olds in nursery schools and classes increased by only 5 per cent to 53,000. Most of these children were attending part-time. The 1985 figures due out soon are expected to show that the trend is continuing.

It is the falling rolls in primary schools that have led headteachers to encourage such young children to start school. As there are places available, parents are offered the chance for their child to enrol in the year in which they are five, rather than the term of their birthday. Within the education authorities which operate this policy, there is pressure on parents not to "miss out" with the school of their choice. Likewise, there is pressure on headteachers to maintain the number of pupils in their school or risk losing a teacher.

Parents and teachers also feel that starting school at four makes up for the shortage of nursery provision, that the option of full-time primary school is better than the alternative of

staying at home. Some authorities provide little in the way of nursery education. But many children attend private nursery schools or are involved in pre-school playgroups run by their parents, an arrangement considered by some to be the best solution to their child's growing needs.

The Pre-school Playgroups Association is one of the bodies seriously questioning whose welfare is at heart with the policy of admitting four-year-olds to school. In a recent statement issued jointly with The British Association for Early Childhood Education, the PPA said: "The choice of entry date seems rarely to be related to the needs or maturity of the individual child. We regret that in deciding on a once a year entry policy, the local authorities have turned away from any consideration of children's needs to an arrangement which is mainly concerned with administrative tidiness and convenience."

There is also a growing feeling that placing four-year-olds with older children may in fact be having the reverse effect on the educational benefit intended. This, some teachers believe, is the consequence of trying to fit the learning requirements of a four-year-old into a curriculum designed for children of five.

"In general, children under five learn best through active, purposeful play," says Cynthia James, nursery-infant adviser, London Borough of Haringey. "But the over-fives are receptive to being taught using symbolic representation which is too intellectually advanced for most four-year-olds. At four, children need frequent attention and encouragement from an adult who is interested in what they are doing and has time to share the activity. Their teachers should excite wonder and laughter - gales of giggles are frequently heard in nursery schools but are rare in the infants."

Young children are bolder and at four a child needs to be able to develop his or her physical as well as mental abilities. Cynthia James

believes that all reception classrooms should have a door to the fresh air, one which is not kept locked during play and lunch times. Well-made, large play equipment is essential as are toys which encourage imagination and investigative play. The environment should bolster the child's feeling of security, not leaving him or her to get lost while searching for the toilets, or exposing them to the frightening rush and noise of the bigger children's playground.

Set against this ideal is the reality advisers are dismayed to find in reception classes. "Faced with the teaching methods intended for older children, the under-fives can develop an attitude to learning that is not as positive, not as well-founded as it could be," Norma Anderson explains. "They become confused and unable to understand, so they switch off. Their curiosity may be blunted, their desire to ask questions and seek solutions diminishes as they find the set tasks difficult and uninspiring."

Parents see other responses at home. According to the PPA and BAECB, some children are reverting to tantrums, bed-wetting, nightmares and imaginary illnesses. This has led to the suggestion that some parents should be involved in school reception classes, supporting their children and relieving the pressure on the teachers so that they have more time to attend to the five and six-year-olds.

"We would welcome parental involvement anyway, not just in times of financial stress," said Norma Anderson. "But at the moment what we also need is more nursery nurses and ancillary helpers. The requirement set down in the 1972 Government White Paper is that nursery classes should be staffed by a ratio of at least one trained adult to 13 children. Many reception classes have up to 30 children - some of the biggest classes in schools today."

"We are in danger of creating children with

butterfly minds," says Cynthia James. "The four-year-olds need time to develop their thoughts and activities. Instead their programme is disjointed by assembly, television, PE, lunch or playtime. They have to sit and just wait for what must seem interminable lengths of time. What they should be having is a skillfully organized co-ordinated programme that uses their natural exuberance and curiosity to help them learn how to learn."

The "skillfully organized" requirement is the crux of the matter. Many teachers are aware that they lack the experience necessary for teaching under-fives. Local education authorities are waking up to the teachers' plea for more in-service training. One response has been the setting-up of a new DES/Regional course, run by the Cambridge Institute of Education, which is bringing together teachers from East Anglia to discuss the problems they are encountering with under-fives and try to find some answers.

Norma Anderson was instrumental in establishing the new course. "Teachers can see the difficulties the under-fives are experiencing but they, the teachers, need support. The course we have started was over-subscribed this year - we are hoping for another next year - because teachers want to be advised as to how they can best cope with this new challenge."

Amid the enthusiasm felt by advisers and teachers at the launch of the Cambridge course, there was despondency over the difficulty of appointing newly-trained teachers with suitable experience for teaching four-year-olds. Cynthia James believes this is an outcome of the rationalization of training colleges, when tutors and courses specializing in teaching the very young were often the first to go. Perhaps another look at the provision of such training would be in the best interests of the teachers, the parent, and the four-year-old trying to curl his fingers round a pencil.

done since leaving full-time schooling.

Finally, there is a group of 24 qualified primary teachers, many of whom have held positions of authority. One has been a head teacher, brought up six children and done all her Secondary Studies Junior Certificate and School Certificate successfully by correspondence, since leaving primary school. The policy is to make sure we do not cream all the best primary school teachers but also to ensure that the doors of the new venture are not shut on such teachers.

The college staff, in the nature of things, must be a majority of expatriates since there was no pool of trained and experienced teacher-trainers in Botswana. There are 23 in post, from 13 different countries which include Sierra Leone, Canada, United States, the Republic of Ireland, Netherlands, Tanzania, Uganda, Sweden and Denmark.

The college was built by a loan from the African Development Bank and has been supported by US aid programmes and the British Council. It is a very beautiful building in a large traditional village. Everyone is very proud of the first college in the Third World - perhaps in the world - to be built and opened to prepare teachers for launching a programme of post-primary comprehensive community education.

Francis Cammaerts was formerly principal of Rolle College, Exmouth, and is now principal of Molepolole College of Education, Botswana.

Back to school

Evening classes give parents a taste of what lies in store for their children, Gillian Thomas reports.

There was all the excitement, trepidation and confusion of a first day at school as we collected our time-tables, pinned on large name labels and tried to work out how to get where.

For this was a "Back To School" evening organized by the Parents' Guild of St Paul's Girls' School, Hammersmith, in West London. The aim was to give parents a taste of the 1985 classroom.

Two hundred-and-fifty of us applied to take part. There was to be an assembly and then two 35-minute lessons for which we were given a choice of 21 subjects.

They ranged from computing for beginners to A level maths or chemistry, as well as less academic ones such as music-making and library skills. PE was the only one so under-subscribed that it had to be cancelled.

Most had plumped, like me, for familiar ground, terrified of making fools of ourselves in front of the teachers. I picked French (language laboratory) and, unable to resist the title, Religious Studies (The Rastafarian Faith).

However, a few parents told me they chose something completely new because their child had just embarked on it. Others had received strong advice from their children about which teachers were likely to be the most interesting and fun.

In the hall, as the high mistress, Heather Brightstock, walked to the rostrum for the assembly, we all rose to our feet. Our instinctive reaction amused her as much as us.

"Education has changed considerably since your schooldays," she warned us. "We hope you will not be too horrified."

Then pointing out that both the parents and the staff were obviously nervous, she suggested a past: the teachers would not let on to the children about our failings, as long as we did not tell on them either.

The language laboratory was a considerable revelation. Speaking some French, it was im-

mediately obvious to me how much more easily I could have acquired a decent accent hearing the correct pronunciation constantly repeated in my ears and what fun compared with blackboard and exercise book.

The teacher succeeded in imbuing a "straight" lesson with an interesting explanation of the methods used in the laboratory. The bell rang all too soon.

Then it was on to find another classroom, with 10 minutes allowed to compensate for our disorientation. I did not really feel ready to pass onto something entirely new, needing more time to absorb the previous lesson properly, but obviously children get used to rushing on.

Without any aide the Chaplain held us all riveted by his clear, lively talk on Rastafarianism and at the end we pounded him with questions. Meanwhile, my husband had chosen to do "German for beginners" and "Art for non-artistic parents". The enormous energy and enthusiasm of the teachers was the feature that struck him most.

Indeed, he felt the German teacher would have had him fluent within a fortnight. "She spoke it throughout, beginning with out-out pictures of food, for which we had to chorus the words," he reported.

"Vivid memories came back as she started asking us questions one by one," he said. "When would it be my turn, what would I say, would I do as well as the others? It was an invaluable reminder of the pressure which school places on a child and of why they often just want to flop in front of the television when they get home."

At one moment, the door had opened and a dark-suited father appeared. Undoubtedly a confident figure in his normal environment, he now looked extremely anxious. "Is this class?" he asked, his whole manner indicating very clearly that being back at school was giving him extreme relief.

In art, my husband was faced with an analogy



'How things have changed since my day,' echoed again and again.

complicated still-life: trailing pot-plant, wire-netting, cowboy hat, statue, onion, cactus and watering-can.

"No outlines please," the two teachers announced. "Instead, look at each object really hard. Try to understand its movement and its inner life. Then make friends with your instruments. Lower them slowly from above your head and feel how they communicate with the paper."

When lessons were over, "break," in the dining-hall was accompanied, not, I am glad to say, by milk but a welcome glass of wine.

The words "How things have changed since my day," echoed again and again - and not only in obvious areas like maths which, incidentally, only one mother had braved.

Those doing geography had found themselves confronted by an issue-based approach. Divided into groups they had had to discuss the proposed siting of a nuclear power-station.

Meanwhile, the history teacher had apparently begun by asking everyone to write down the day's weather. Then having collected their papers, she

took up each one except her own. "I am the one in a position of power," she explained. "In history, it is essential to know who is wielding the power!"

Musical or not, other parents had found themselves playing recorders and percussion instruments, while those doing drama had had to act being in a circus complete with props. The biology class had meticulously studied whether wood-lice prefer darkness or light.

Computing for beginners attracted the most takers of all. But here, significantly, additional staff had to be drafted in during the evening to help baffled parents cope. They reported that the parents were considerably less flexible and adventurous in their approach than the children.

For the teachers who had volunteered to take part, it had been a very long day, however entertaining or useful, but many of the parents would clearly have loved to turn up for further classes next morning.

For all of us it was an invaluable insight into why our children enjoy going to school, and how hard teachers have to work.

Community college



Francis Cammaerts describes the first college of education in the Third World purpose-built to prepare teachers for community education which this week was opened by Botswana's President Masire.

Botswana is larger than France but has a population of less than a million. To achieve the Government's policy of nine years' common schooling for all, the economic development plan allows for more than 100 new secondary schools by the mid-1990s when open access to post-primary education is expected to be completed.

The first students arrived at Molepolole College of Education in March. They come for a three-year course to prepare them to teach in the intermediate or junior secondary schools springing up all over the country to serve the highly dispersed population.

During the transitional period, schooling will be based on seven years' primary, two years' intermediate and three years' senior secondary education leading to the Cambridge Overseas Certificate. When all can be accommodated in the intermediate schools the pattern will change to 6:3:3.

Secondary education in Botswana, as in most parts of the world, is conceived of as the high road to higher studies and well-paid jobs. The future teachers in intermediate schools will face large classes of very-mixed ability and have to teach many subjects. English will be the medium of instruction though the great majority of Botswana children never use English outside school.

To compound the problems, physical education, music, art and technical skills have never been taught in secondary schools. The new college will have to provide for all these subjects.

In the past, post-primary schools concentrated on six academic subjects and catered for the 30 per cent most able primary school leavers. The teachers were prepared at the University of Botswana either by a bachelor's degree and professional training or by a Diploma in Secondary Education. This diploma course will be run down with the opening of the new college of education.

Getting the people to accept these moves is not the least of the tasks that will face the new students. The schools, like the college, will be watched closely.

The initial batch of students are a most interesting and capable group. The youngest have all succeeded in the Cambridge School Certificate, albeit at a modest level. None have come straight from school and most of them have done some *Tirolo Seishaba*, a year of voluntary social service in the remote areas of the country. This is now a requirement for all post-School Certificate full-time education. The participants spend about a third of their time in agricultural extension work, a third with the local authorities, and a third in primary schools.

Older than this group are the unqualified teachers from the existing junior secondary schools, largely set up on the initiative of the local communities. All student applicants over 25 may be considered on the merits of what they have

required subjects.

The college staff, in the nature of things, must be a majority of expatriates since there was no pool of trained and experienced teacher-trainers in Botswana. There are 23 in post, from 13 different countries which include Sierra Leone, Canada, United States, the Republic of Ireland, Netherlands, Tanzania, Uganda, Sweden and Denmark.

The college was built by a loan from the African Development Bank and has been supported by US aid programmes and the British Council. It is a very beautiful building in a large traditional village. Everyone is very proud of the first college in the Third World - perhaps in the world - to be built and opened to prepare teachers for launching a programme of post-primary comprehensive community education.

Francis Cammaerts was formerly principal of Rolle College, Exmouth, and is now principal of Molepolole College of Education, Botswana.



Rosamond Lehmann's *Album* (Chatto £8.95) is a stylish and interesting collection of family snaps of her branch of the Bloomsbury group, with famous names caught in piquant poses. Above, Rosamond's son Hugo.

Medieval edifice

The Oxford Book of Late Medieval Verse and Prose, Edited by Douglas Gray, with a note on grammar and spelling in the 15th century by Norman Davis. Clarendon Press, Oxford £15.00. 0 19 812452 X.

Having, since schooldays, had a deep suspicion of anthologies that cheat you with abridgements, I was prepared to look unkindly on this new Oxford assemblage. "Extracts" said the blurb - "selections" - little bits of Malory and a nolelet or two from the Pastons. It took about two sentences of Douglas Gray's Preface to assuage these foolish doubts. Here was to be no cobbled-up set of textbook readings, but an anthology with a clearly thought-out purpose to be carried through with easy assurance. For although Professor Gray says himself the immense task of giving "a sense of the variety and complexity" of the period from about 1400 to about 1520, his wide reading and his discriminating eye for juxtapositions enable him to use the principle of selection to build an edifice that is completely coherent within itself.

He draws his prose and verse from all manner of sources and organizes the collection in 26 categories which may be based on a subject ("Religious Prose"), "Learning and Education" or a form ("Letters") or the work of a given author ("John Lydgate", "Robert Henryson"). Each section is preceded by a preface, which both explains and whets the appetite; and each chosen passage is described and glossed in the Commentary at the end of the book.

It is a finely-conceived method of opening up to the general reader this "age of ferment" and it has been triumphantly carried out. After all, you couldn't fit Malory into a book of even this generous length (and you wouldn't want to fit in Lydgate) - but to inspire your reader to go and search them out for himself, to show what riches are to be found, that justifies even the unkindest cuts. All praise too, that Professor Gray has preserved the native spelling of his English and his (many and fascinating) Scottish texts. The final Glossary provides all the help that is needed - but Norman Davis's compact notes are a most useful bonus.

Brian Alderson

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Outpourings

Selected Letters of E. M. Forster, Volume 1: 1879-1920. Edited by Mary Lago and P. N. Furbank. Penguin, London £4.50. 0 09 938250 4.

The Collected Letters of Dylan Thomas. Edited by Paul Ferris. Penguin Literary Biographies £3.95. Letters to Children. C. S. Lewis. Edited by Lyle W. Dorsett and Marjorie Lamp Mead. Collins £6.95. 0 00 217538 X.

The biographer constructs, from a basis of evidence, what actually happened; the autobiographer reconstructs what he would like to have happened. Letters, much used in biography, are autobiographical, and therefore highly subjective: ranging from spontaneous outpourings to highly mannered artifacts, they are at best a species of revealed truth, at worst the opposite. Read in conjunction, the letters and works of writers overlap and may be cross-referenced to advantage, even by those who make schizoid divisions between the writer and the man.

Forster himself, like Eliot, made such a division, hiding aspects of himself, particularly his homosexuality, in both capacities. Frigid and timid, except to fellow-Uranians, Lytton Strachey and Lewis Dickinson, he based *Maurice* (1913-14, published 1971) on his attachment to Hugh Owen Meredith ("Clive") at Cambridge, telling Dickinson: "the temptation's overwhelming to grant to one's creation a happiness actual life does not supply". It seems extraordinary that he preferred his original title "Monteriano" to the publisher's *Where Angels Fear to Tread* - which he wrote to his friend Trevelyan, "I wish you'd tell me on which pages I'm unduly facetious". In *A Room With A View* he felt that "the character of Lucy... is all right", and placed the imaginary Honeychurches in the house of the real Trevelyan, "The Shiffole" at Holmbyr St Mary. His deep love of India is obvious, and many of the settings for and incidents in *A Passage to India* (including a long description of how to mount an elephant) are clearly evident in his letters.

Forster's ambivalent attitude to

himself is curious: while knowing "I am not a real artist", he was "fearfully serious over my work", and "though 'clever' I have a small and cloudy brain". This volume covering boyhood to the first war, is often pedestrian, but future volumes will, perhaps prove more revealing reading.

The *Collected Letters of Dylan Thomas* (two-thirds of which are new), edited by Paul Ferris, coincides with Penguin's reissue of his 1977 biography. The familiar tragicomic quality of Thomas's life - the brilliance, selfishness, drink, debts, energy, extremism - the dichotomies between the poet and the man, the man and the myth, rolls lulling from every letter. Sad, bawdy, witty, bitter, polite or critical, they show that one of his greatest talents was for disarming criticism, whether Richard Church's charge of "surrealism" or a landlady's of pawning her furniture. His poetic ideas, attitudes to his own and other people's work, his methods of writing, are shown in correspondence with Pamela Hunsford Johnson and others: "Poetry should be... organic and personal but not private... Paradox and contradiction abound as he loved both. The graphic descriptions of Welsh villages and their inhabitants prefigure the prose-poetry of *Under Milk Wood*, arguably his finest achievement.

C. S. Lewis's *Letters to Children*, like the *Narnia* chronicles themselves, are aimed at "children of all ages". Lewis clearly respected children as people, accepted their criticism and often asked their advice. As he explained to one of his correspondents: "You see, I don't think age matters so much as people think. Parts of me are still 12, and... other parts of me were already 50 when I was 12..." The how and why of the writing of the *Narnia* books are clearly explained, affording much insight into the author's mind and intentions: he didn't begin by asking himself how to "say something about Christianity to children", he began with images: a queen on a sledge, a magnificent hawk, the Christian element "pushed in of its own accord" later, and the books were not planned initially as a sequence.

Richard Ormrod

Call me Ishmael

Martinez, Renegades and Castaways: The Story of Herman Melville and the World We Live In. By C. L. R. James. Allison and Busby £8.95. 0 85031 580 8. £3.95. 574 3.

This book was mostly written while its author was imprisoned on Ellis Island in 1952, awaiting deportation from the United States. It was published there in the following year and now appears here for the first time with a previously omitted chapter in which James tells us what he learned on Ellis Island.

To describe his work as literary criticism would be to belittle it. He takes *Moby Dick* and Melville's other books as allegories of the 20th century world, with Ahab as the spirit of modern totalitarianism of right and left, relentlessly pursuing the white whale. Ishmael is the neurotic intellec-

tual who joins revolutionary movements, not because he likes the work, but because he wants to evade responsibility for his own life.

His account of Melville's *Pierre* follows a similar line of thought. "The psychoanalyst's couch is the favourite resting place of many *Pierres*", as the masthead was for Ishmael. "Stuck there on Ellis Island, guarded night and day even when admitted to hospital, James saw around him in the mariners, renegades and castaways, washed up on the shores of the land of the free, continual parallels with the world of Melville's imagination.

James sweeps us along in a magnificent work of sustained rhetoric that will send the reader back to Melville, just to see what inspired it.

Colin Ward

West Indian beat

James Berry takes on the racist challenge with courage in his new collection, *Chains of Days* (Oxford £4.95), in a voice of growing range and power. His themes are the beauty of origins as much as the ugliness of racism. Chanted (or "rap") poems, tuned to West Indian musical rhythms, combine and alternate with pieces influenced by English and American modernism. Poems like "I am Racism", "In a Brixton Market" and "The Freedom of Martin Luther King" echo subtly, and with assurance. His work is a bridge, over which many others may travel - and, hopefully, soon, to Westminister.

Three more poems show the strength of Berry's West Indian writing. Reading all of them, you can hear the music beat and clear voices,

chanting or speaking. Martin Glynn's *De Ratchet A Talk* has hard-hitting, angry, witty poems, notably the "Subtle Racist Top Ten", "Ghettoology" and "Ethnic Minority". In Caribbean *Man's Blues*, J. B. Douglas can talk just as straight, but his strengths are also inward, as in "Spirit of a Black Man" - "I Too Have A Dream" and several poems dedicated to Paul Robeson. Desmond Rutherford's *Speak Love To Me* is kindly, pained, but with not one poem written out of anger, although his decision not to use any Creole sometimes makes for linguistic flatness. All three are published by Akira Press, PO Box 409, London E2 7BU (£3.95 each).

Richard Burns



Pallid nobility

Collected Poems 1928-1985. By Stephen Spender. Faber £12.50. 0 571 13698 2. *Journals 1939-1983.* By Stephen Spender. Faber £15.00. 0 571 13617 6. *The Oedipus Trilogy of Sophocles.* By Stephen Spender. Faber £12.50. 0 571 13834 9.

Spender's "I think continually of those who are truly great" has passed into currency as a rather vulnerable one-liner. It might seem to prompt the rude question from those who cannot relate to his poems: then why this unrelenting mediocrity, this plodding of bathos on your part? Actually of the Thirties generation poets it is Spender who has tried longest and least equivocally to make poetry the "heart of a heartless world". It is hard to appear to wish to discourage a man who writes a poem on "An Elementary Classroom in a Slum"; and some of the later poems seem quite attractive and accomplished: try "Subject, Object, Sentence", for example. Yet, in the end the enterprise seems heavy, too much in a corridor between poetry and politics, like so much Thirties poetry. In seeming to describe the world in order that others might change it, the poet denigrates his vocation and injures his "product".

However, often a writer's most interesting work is precisely not that which is intended to be a central part of the oeuvre. And it is difficult to put down Spender's *Journals*, with its interesting pombas and ambiguities, less noble and more real. Officially he has idealism and art, too, and offers a kind of global, diluted, Shelleyan optimism, concerned, caring and conscientious in a mildly agonized (if ineffectually privileged) way. This does not prevent his being a relentless name-dropper. One also senses a certain priggishness or snobbery. For example, he uses words like "schoolmasterly" as terms of abuse. His judgements and postures tend to be the slightly predictable ones of the cultural attaché. His patronizing, quasi-patriotic touch with the Americas he constantly revisits suggests his sense of himself as a custodian of Our Cultural Heritage. But his custodianship is shaky. Compare, for example, the jejune remarks on Samuel Johnson (who "isn't as witty as all that") Cyril Connolly was often much funnier) with the intelligent critiques of Johnson produced by Americans like W. J. Bate, Paul Fussell and Donald Greene. At times he even shades off into a (slightly more open and receptive) Auberon Waugh ("Kyushu is an ugly place filled with people of almost unrelieved ugliness"), and on the conceptual level is lumbering, but he can be perceptive and intuitive, and is certainly a snapper-up of impressions (of places and persons) to detain the reader.

Pallid nobility returns with his Sophocles translations, at least for me, although translating Greek tragedy is a pretty thankless task, and he seems to aspire to no more than a certain workmanlike clarity.

Edward Nell

Once upon a time...

Question and Answer Encyclopedia series: When did it happen? Edited by Lesley Firth. Kingfisher Books £4.95. 86272 115 6. *Timechanges.* By Geoffrey Tressie. Kingfisher Books £5.95. 86272 113 X.

About three years ago, Geoffrey Tressie, writing in *The Author*, amusingly illustrated some of the pitfalls that lay in the path of the historical novelist. He talked of "the baronetcy I was to confer on a future villain, 10 years before James I conferred one on anybody, and the rabbit-stew my child fugitives would consume in Alfred's time, almost two centuries before the Normans brought the animal into England".

Over 50 years have elapsed since his first historical novel was published and in that time he has obviously amassed a vast storehouse of the minutiae of everyday life in the past. Accordingly, there can be few people better qualified to write *Timechanges* than Geoffrey Tressie. He marries the experienced novelist's compulsive prose to a scrupulously researched text and Kingfisher have done him proud with a splendidly designed layout and a fascinating selection of photographs, contemporary pictures and artist draw-



HISTORY

ings, many of them in full colour.

Every picture spread in this large-format book traces the evolution of some aspect of our everyday life such as doors, telescopes, underwear, hotels and jet aircraft. Examples are taken from all parts of the world. Thus the section on "News" begins with a nugget of information and a colour picture of a Chinese soupeller in 10ac and ends with a colour photograph of *News at Ten*. A medieval town crier and a small replica of *The Antwerp Gazette* for June 17, 1621 in between show something of the range covered. Other related picture panels tell the story of "Sending Messages" and "Propaganda", while the text gives an anecdotal account of the history of news with the accent on stimulation rather than a list of dates.

When did it happen?, from the same publisher, addresses some of the same questions, such as "When were the

first newspapers published?" But the canvas is broader, and the book divided into sections on Plants and Animals, the Past, Science and Technology, How People Live, Transport, Planet Earth, Out in Space, Arts and Sport.

Each section consists of a sequence of questions printed in colour. A short answer is printed in bold but the text goes on to amplify the topic with a somewhat longer explanation amounting to about a dozen sentences or so. The overall design and colourful illustrations are excellent.

The drawback lies mainly in the format of the series and its application to this particular theme. The question-and-answer formula works splendidly with genuine facts, such as "when was the magnetic compass invented?" or "when did reptiles take to the air?" But it becomes an intrusive gimmick in those parts of the book where the text has to be carried forward with routine "Mastermind" questions such as "Which French ruler was known as the 'Sun King'?" or "When were the 'Hundred Days'?" These are merely pegs and the text has nothing better to offer than a potted world history in some 50 pages or so.

Philip Sauvain

Gloriana

Spotlight on Elizabethan England. By Nathaniel Harris. Wayland £4.95. 0 85078 9. *The Elizabethan Court.* By Marjorie Reeves. Longman £1.20. 0 582 22331 8.

The appeal of the first Elizabethan age doesn't fade. Despite 33 years of another Elizabeth, the adjective "Elizabethan" still means, as it's meant since the 17th century shrouded Elizabeth I in "an unhistorical myth of glory", a golden age of glamour, political harmony, prestige, culture, achievement and, to many, romance. It's a myth founded on reality, but still a myth.

But this continuing appeal is no bad reason for continuing to produce books on Elizabethan England. *The Elizabethan Court* is, of course, a re-issue; one of the first Then and There books, it's now nearly 30 years old. The emphasis on contemporary detail and direct presentation of evidence in language accessible to 9 and 10-year-olds will undoubtedly capture the imaginations of further generations. It seems more noticeable now, though, that the emphasis is heavily on the romantic aspect of the reign, and while a book on the Elizabethan Court couldn't be expected to say much about the seamier side of Elizabethan life, it's perhaps not unreasonable to suggest that there should be more reference to disharmony, potential conflict and the sheer political skill that the Queen needed to maintain her position. Phrases such as "devoted courtiers" and "faithful commons"



Queen Elizabeth on her way to a wedding. From *People in British History* - an illustrated account of the lives of over 100 people, presented in chronological order from Julius Caesar to Daisy Thompson. Basil Blackwell £6.95.

make it all sound too easy. But though the pen of Marjorie Reeves might perpetuate the myth of glory, it could never be unhistorical; the re-issue is a welcome one.

Nathaniel Harris, writing for a slightly older age group, does tackle the idea of the "Influential mixture of political, religious and economic problems" in his survey of Elizabethan England, and takes in social and cultural life too. At four times the price of *The Elizabethan Court*, this is clearly not for class sets but for the library, where it should prove popular. Sixteenth century woodcuts are a particularly good vehicle for Wayland's customarily excellent reproduction of contemporary illustration, and paintings are reproduced just as clearly.

Jessica Saraga

CHILDREN'S LITERATURE

Stunkid. By Chris Powling. Blackie £6.95. *Henry's Leg.* By Ann Pilling. Viking Kestrel £5.95. *Tom Tiddler's Ground.* By John Rowe Townsend. Viking Kestrel £5.95. *Boundary Waters.* By James Nichols. Dent £6.95.

The child detective who solves the mystery which has baffled all the adults is a well-tried convention in junior fiction - and none the worse for that, for the popularity of the genre attests to its psychological soundness. Chris Powling's *Stunkid* unravels not a crime but a series of questions about a legendary film hero now living

in retirement close to Andy, Mich, Chrissy and Robbo. This is a good story, full of action and with a nice nostalgic touch. I particularly like the inclusion of the asthmatic child, Mich. As Andy, as narrator, says, "... back in the 1950s asthma was even worse. Partly this was because there was only one medicine to deal with it... and partly because so many people actually blamed you for having asthma in the first place". An alarming number of children seem to have asthma today (why?) and they might particularly like this book.

The hero of *Henry's Leg* reminds me of a small boy I once knew who had of a small boy I once knew who had gathered together a door, lock and some hinges and was hoping to do something with them. Henry, quire a door from somewhere, had two, collect junk - including dead hedgehogs - and as you might expect given the kind of book this is, he ends up with an object which seems useless for its psychological soundness. There are some touches of gritty realism here - two schools merge because of falling rolls; Henry's father

has walked out. Quite a long book this, with lots of incident, suitable for the top end of the junior age range.

Tom Tiddler's Ground is about a gang of five children who make a secret den on an old canal boat. Like *Henry's Leg* it makes use of the device of seemingly worthless objects inexplicably coveted by shady adults. The Midlands canal background adds an interesting dimension.

Boundary Waters takes the reader to the lakes of Northern Minnesota where young Dave Stobart finds himself involved in a search for money dropped from a skyjacked plane. The hero is 16 and the tone and language of the book is rather more mature than you would find in most junior fiction. Nevertheless this very characteristically American story is a refreshing change from the usual run of tales about British kids.

Gerald Haigh

Aides-memoire



LANGUAGES

Take Your Partners - French Pairwork Exercises. By Judith Hamilton et al. Macmillan Education. 0 333 39032 6. *Guide pratique de la communication.* By Ross Steele. Hatier-Didier Distributed by European Schoolbooks. £3.75. 2 278 03618 1. Cassette £7.50 + VAT. Pack (book and cassette) £9.50 + VAT.

Activities ecrites. By Françoise Weiss. Book 1, 2, 1818 07264 5. Book 2, 07330 7. Hatier-Didier. Distributed by European Schoolbooks £1.90 each. French Words to Know. By Hugh Hetherington. Methuen £2.50. 0 423 51370 2.

Take your Partners - French Pairwork Exercises is a highly original book which is designed to be used from both ends. Pupil X starts at one end and takes exercise A12, for example, while Pupil Y goes to the other end of the book and takes exercise B12. They then have to complete a task, which is usually explained in English.

In the introduction the authors explain that the book is designed to help pupils in problem-solving, exchanging information, discovering, comparing, making decisions, stating preferences and making choices. The situations with which pupils have to cope are original and stimulating, and working with this book ought to be fun. As well as providing practice in the communicative use of language, it will also provide students with a reasonable amount of new material; this is a rare and valuable combination. This book must be highly recommended.

Eddie Ross

Con brio

Collins Concise Italian-English, English-Italian Dictionary. Collins £8.95. 0 00 434343 4.

My old Italian dictionary (1962 edition) belonged to the pre-technological age when anyone competent enough in a language felt able to use a "real" dictionary as well as to use a pocket - a level grasp of the grammar and verb conjugations. So it was just hard luck if on your first trip to Italy you turned to your dictionary for help with "They've towed your car away" or "I'm afraid I've had my purse stolen".

The latest in Collins' new series of compact bi-lingual dictionaries is not only inexpensive, current and idiomatic; it is user-friendly as well. The first requirement of a student dictionary is to show clearly how words are used in different contexts, and how meaning can vary according to context. Beginners must be steered away from misuse of unfamiliar words; more advanced students grappling with a tricky prose passage need help in finding the correct translation quickly. A particular feature of the Collins Dictionary is its in-depth treatment of common words, which combines a clear system of reference with excellent contextual coverage in both sections of the dictionary; for example, three quarters of a column is devoted to the word *parte* with the entry divided into seven areas of meaning. In the English-Italian section "way" gets a page to itself from "way out" (both meanings) to "going along in the same old way". No dictionary in which you can find video nasties, software, tights and takeaways can be accused of that.

Well researched and thoughtfully compiled this dictionary is worth a modest investment for anyone with a serious interest in learning Italian at school, college or evening class.

Philippa Davidson

Guide Frailque de la Communication deals with 100 acts of communication in the first part and 50 dialogues in the second part. There is a tape to go with the dialogues, and the book is entirely in French.

The first part deals with everyday requirements such as how to express interest in something, how to make a complaint, how to say that you like something. The second deals with everyday situations such as shopping, travelling by public transport, meeting people, complaining at the tourist office. The book is well presented and contains a wealth of information. I cannot help feeling, however, that it will not appeal to the average secondary school pupil. Although it is extremely sound, there is not much variety and many of the dialogues are not particularly stimulating, eg *Un locataire donne des instructions a sa concubine*.

Activities, by the same publisher and also entirely in French, presents the pupil with a varied range of tasks, mostly of the problem-solving type. These are interesting and lively and should prove useful as a back-up for course work. The book is in some ways similar to *Take your Partners*, but the instructions are in French and more help will be needed from the teacher.

French Words to Know contains about 3,000 words and expressions arranged in 200 sections. It has been carefully prepared and clearly presented. In the introduction the author makes some slightly exaggerated claims about the value of the book for motivating pupils and making teachers more flexible and resourceful. Vocabulary lists are valuable for pupils who are already well motivated and who are prepared to sit down and learn or revise a certain number of words at regular intervals. For such pupils this book will be useful, although many of the words contained in it are well beyond the needs of the average 16-year-old-pupil for whom it is intended.

Further reviews of history textbooks on pages 33-40

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BOOKS

The duopoly should survive

by Nigel Andrew

Television Today and Tomorrow. Wall-to-Wall Dallas? By Christopher Dunkley. Penguin £2.95. 0 14 052360 X. News, Newspapers and Television. By Alan Hetherington. Macmillan £27.50. 0 333 38605 1, £9.50 36806 X. The Social Responsibility of the Broadcasting Media. Eleanor Rathbone Memorial Lecture. By Mary Warnock, DBE. Liverpool University Press £1.0 85323 195 8.

"Television is more interesting than people," observed Alan Coren once. "If it were not we should have people standing in the corners of our rooms." Quite so - but what is television for? What is it doing? What should it be doing? Where is it going? Here are three of the latest attempts to answer some of the questions - Dunkley's paperback, a punchy overview of television now and its possible future; Hetherington's weighty volume, an investigation of the gathering and presentation of news, by the press as well as television; and Mary Warnock's pamphlet, a call for television to contribute to "moral education". How? By a rolling process of interactive criticism and self-criticism. The critique should be conducted in

the classroom too, with children being encouraged to question the moral values which popular television underwrites, rather than passively absorbing them. This is just the sort of idea that Dunkley would view with some suspicion. Whereas Dame Mary's "common sense" tells her that children are going to be adversely affected by bad behaviour and bad language on television, Dunkley is robustly sceptical of such equations. His book is, among other things, a spirited defence of television against all comers. Sometimes he goes over the top in tilting at an "Acacia Avenue syndrome" which is partly a figment of his imagination - or memory - but it is great fun to witness his relentless demolition of false assumptions and empty pomposity. Who says American television is so awful? Dunkley points out that a lot of it is actually far better than our own. And if the BBC is so terrified of "wall-to-wall Dallas", why did they "wall" the programme in the first place, and calculatedly deploy it as a ratings weapon? British television is already thick with US imports and game-show "concepts" - of which a dozen running in 1984 were devised by a single American production company!

Being a critic and pundit with a background in "hard" journalism,

Dunkley can marshal his facts to formidable effect. In short, sharp chapters he looks back over the history of the BBC and ITV and considers the real and imaginary threats to their "duopoly". He gives a very useful rundown of recent technological developments - many of which already seem damp squibs - finds much to criticize in the recent activities of the broadcasting authorities, and the government. The future, though, seems bright enough to Dunkley - provided that everybody keeps their head. The "duopoly" should survive - and deserves to - but the BBC will have to find a less visible means of generating income (Peacock, please note). What ever happens, increased diversity and freedom for the viewer will come: in fact, we are only at the beginning of the television age, or at the end of its prehistory.

After Dunkley's exhilarating canter, Hetherington's study seems to be covering rather little ground rather slowly. Mr Hetherington, then Controller of BBC Scotland, is now Research Professor of Media Studies at the University of Stirling, and his work is essentially an academic study. It falls well short of comprehensiveness, thanks to various difficulties which Hetherington duly acknowledges - notably having access to the newsroom

of the *Mirror*, *Mail*, *Guardian* and *Times* only. The book has a chapter on the press coverage of the 1984 coal dispute written not by Hetherington but by a colleague, Innis Macbeth, and the research into Scottish newspapers and television was finally squeezed out. Further snags arise, inevitably, from the pace of change of Fleet Street, where two of his four papers now have new editors. And the author misses out on the *Real Lives* controversy and the Beirut hijack saga - but that's publishing. Hetherington seeks to establish the criteria which determine what news is, the relative importance of different items and kinds of news, and the ways in which it is presented. Armed with his own seven-point index of news values, he patrols the Fleet Street newsrooms and their BBC and ITN equivalents, watching the newsmen at work, analysing what they are doing and asking questions. One sometimes gets the impression that, but for his Farrington-Road pedigree, they would still be picking bits of Hetherington from between their teeth in the Street of Shame newsrooms. But he gets some answers, even if they seldom stray far beyond the obvious - that news-gathering is a matter of instinct and flair, operating under extreme pressure, rather than preconceived "criteria". Flow diagrams and compe-

rative tables abound.

The chapter on the television coverage of the coal dispute is the best in the book, and here Hetherington's painstaking methods - selecting single days and individual bulletins for intensive analysis - begin to pay off. Here are the newshounds groping their way through a blizzard of disinformation, deceit and propaganda towards some approximation of truth. Hetherington's conclusion, here as elsewhere, is that they made a good job of it for most of the time. In fact he makes a good defence of television news in general against the charges of the Glasgow University Media Group (*Bad News*, etc) and others.

This chapter is particularly strong on the difficulties the television camera crews faced. Because so many were beaten up by strikers, it was usually possible to film only from behind a village of Brentwood, Essex. In her dream, Ellen allows the temporary villagers vivid glimpses of the rebellions, warmongering and fighting of modern times.

The programme comes in three parts, the process taking as long as a month in all. The first part, at Pit Prop's smart new premises in Leigh, near Wigan, is a straight performance piece introducing us to Ellen and the other villagers and their way of life and death. This part delivers vital information about feudalism, the power of the manor house, the war and the plague as well as setting some usefully flexible characters, along with those initially puzzling video inserts.

Part two gives a chance for teachers and pupils to take stock, discuss, and through a well produced workbook, enter into the role of specific farmworker or tenant, each working out the number of strips of land, together with the rent payable, in both pre and post plague terms.

Feud or feudal?

The Dream of Ellen Green Pit Prop Theatre in Education.

The Feudal system, the Hundred Years War, the Black Death and the Peasant's Revolt are the constituent parts of many a second year secondary syllabus. The problem teachers have is linking these elements in a meaningful way. Pit Prop is the second company this year to have chosen the period as a basis for a TIE programme, recognizing that the "casting" of pupils as farmworkers, tenants, soldiers and rebels is the best way to understand how the first British political unrest came about. In Pit Prop's current programme for second years, the big four medieval topics are seen in the shape of a dream experienced by a villager of Brentwood, Essex. In her dream, Ellen allows the temporary villagers vivid glimpses of the rebellions, warmongering and fighting of modern times.

The programme comes in three parts, the process taking as long as a month in all. The first part, at Pit Prop's smart new premises in Leigh, near Wigan, is a straight performance piece introducing us to Ellen and the other villagers and their way of life and death. This part delivers vital information about feudalism, the power of the manor house, the war and the plague as well as setting some usefully flexible characters, along with those initially puzzling video inserts.

Part two gives a chance for teachers and pupils to take stock, discuss, and through a well produced workbook, enter into the role of specific farmworker or tenant, each working out the number of strips of land, together with the rent payable, in both pre and post plague terms.



You need three or four reporters to cover the third part of the programme, where the farmworking classes are split up, made to give evidence at a manor court, encounter the radical John Ball (of "When Adam delved and Eve span" fame) and conspire to hide him from the greedy Lady of the Manor. Pupils are used as purveyors of information vital to the plot and to the understanding of their position as farmers. Most impressive is the way that they discover, almost for themselves, the increased power they have in terms of post-plague pay rates, which is again vital to their understanding of the Statute of Labourers. Any major decision making is left to the end. Pupils enter, after all, decide to reverse historical events by refusing to march on London. They are, however, pressured to betray their ringleader (Ellen) after they've been

duped by the young King Richard. Predictably, they don't.

The programme, played on a series of sets combining the grandeur of the manor with the straw-strewn lowliness of the farmyard, is more than just a history lesson. There are on-the-spot calculations for the participants on the question of farmers' pay, as well as a multicultural aspect, with the pupils invited to compare current feudal-seeming cultures with that of Britain in 1381. There's also the wider challenge of linking the video anachronisms of Ellen's dream (Chamberlain's appeasement speech, for example, coming hard on the heels of Richard's fabled reconciliation to the Tyler Mob) with the realities of the fourteenth century.

Nick Baker

Halfwits

Ad/Vent. Little Women Theatre Company. Touring London schools, community centres and women's groups until December.

For a good ten minutes of this three woman show, I thought that it was an elaborate satire on women's theatre. It tells the story of three women oppressed by the pressures of sexist commercialism in the form of television advertising and door to door sales. Solemn and worthy to the extent of extreme silliness, with a patronizing paper-thin script that kept breaking off to make valuable points (know your rights in the department store) to an audience that clearly thought would consist entirely of halfwits. *Ad/Vent* turned out not to be alternative comedy after all.

Sabina goes to work for a glossy ad agency where she is "discovered" and exploited as a new modelling star. Meanwhile mum, who used to shoplift from need and now, apparently, does so because she watches too much commercial telly, is lured and drugged. Next door, Rita is in deep with a local loan shark after falling to meet the payments on her mail order catalogue business. And Loreta is plagued by saleswomen bearing sexist children and even the action breaks off for some modishly unaccompanied singing to underline the heavy handed points made in the scenes. Much of the singing is painfully tuneless. All of the lyrics are painfully trite. Played by top rate comedienne on Channel 4, this would be a hit to rival *Glebe* on Top.

There are two serious points to make here. First, this sort of show gets real women's theatre a bad name. Second, that while community centres and women's groups can look after themselves, it's unfair to expose this sort of rubbish to schools, because there's a real danger that it could put pupils off women's theatre - or indeed any theatre - for life.

Nick Baker

(For further information, ring 01-806-3165) (This review is part of a series of reviews of community theatre productions.)

Ways of seeing

The Arts in a Multi-Cultural Society. National Association for Education in the Arts, Institute of Education, London, November 16

Partly as a response to the Swann report, the National Association for Education in the Arts organized a conference on "The Arts in a Multi-Cultural Society" at the Institute of Education last Saturday. The keynote address by Professor John Blacking, an anthropologist from Queen's University, Belfast, was followed by seminars and a session for discussion and suggestions. The seminar leaders included Professor Brian Allison of Leicester Polytechnic and the writer E.A. Markham, among the themes developed were the cultural aspects of art and design, the danger of marginalization for minority arts, worries about the fragmentation of culture, and multicultural approaches to music education.

In his stimulating address, Professor Blacking described how he was cured of the anthropologist's habit of captioning photographs of people with their names and occupations rather than their names, when an African scholar asked him what his reaction would be if pictures of great European musicians were labelled "A Hungarian pianist" or "A German composer". A major theme of his lecture, as this anecdote implies, was the idea of the individual and the role of the arts in the process of individuation. Bucking the trend of much recent work in literary theory, he suggested that the arts should be seen not as cultural products

but as the work of individuals to which the reader or listener brings a personal response. Consequently, he opposed the use of the arts for purposes of "totemic identity" because this could oppress rather than liberate the individual.

Professor Blacking also opposed State involvement in multicultural education if this was taken to mean the education of people from different cultural backgrounds in ways appropriate to those backgrounds. He offered instead - in a tellingly Leavisite phrase - a vision of "The Great Tradition" of Europe seen from a "global perspective". Although he was strongly critical of Eurocentric syllabuses, he suggested that elements of the great traditions of other cultures should be taught within the context of the European tradition.

His idea of the transcendent individual, apparently divorced from culture, politics, history and economics, was one of the things which came in for criticism in the follow-up seminars. As one participant pointed out, the notion of the individual is itself a cultural assumption. Objections were also made to his assumption that there was one fundamental aesthetic response, which seemed to ignore the fact that aesthetic criteria and even whole ways of seeing differ from culture to culture.

The educational system's response to the multicultural society is one of the urgent issues of the day. This conference made a challenging and interesting contribution to the continuing debate.

Ashok Bery

Comet's tale

Returning Fire Paines Plough Company

Stephen Jeffreys' play *Returning Fire* is nominally about Halley's Comet. But it is more than just a topical pot-boiler, the dramatic equivalent of the sweets, books, souvenir brochures and television programmes produced to mark the wanderer's return to our skies. On one level it is the story of Sonia, a Russian peasant-girl, born as the earth moved through the comet's tail during its last visit in 1910, who grows up to be an astronomer lecturing in the United States in the 1950s. On another it is an examination of the conflict between reason and unreason, freedom and tyranny and science and superstition in all our lives.

Written in the form of short, interconnected monologues, it uses the comet as a symbol: for Sonia's mother it is something to be feared, for Sonia herself it is a scientific phenomenon, to be rationalized and lectured about. With minimal changes of costume Cecily Hobbs plays all the parts, appearing Baboushka-like as Sonia's mother, as Sonia the white-coated academic and even as Halley's comet itself. In the play's most startling moment Jeffreys presents the comet as an Edwardian woman with an ostrich-feather hat and parasol, a grande dame condemned to the clothes of 1910 until



Comet as Edwardian grande dame she can revisit earth and update her wardrobe.

Hugh David

One of two new plays being toured by the Paines Plough Company to celebrate their tenth birthday, *Returning Fire* visits Oxford University (30 November), the Barbican Theatre, Plymouth (3 and 4 December) and Her Majesty's Theatre (6 - 8 December) before playing at the Royal Observatory, Greenwich from 10 to 20 December. Further information from Vickie Heywood 01-380 11887.

Puddle on castors

Coming to You Live! narrated by Denis Norden (Methuen £12.95 and £5.50), is subtitled "behind-the-scenes memories of Forties and Fifties television". It tells you how they made up the rats for 1984, what happened when they fired the guns at Alexandra Palace, where they got the lamb for the Nativity play and why Christ went on strike. The best bits, of course, are the stories of light entertainment and current affairs by broadcasters, actors and technical staff. Funniest of all is a list of requests to the Props Department, including "one chicken with acting experience" and "one puddle of water, on castors".

Robn Buss

(For further information, ring 01-806-3165) (This review is part of a series of reviews of community theatre productions.)

lingo

Baxter and Co

The nous ending-star was formerly used in England to denote a trade or occupation carried on by a woman. For example, a brewster was a woman brewer, huckster a female pedlar, or wandering seller of goods, a webster was a female weaver, and a tapster a woman who sold liquor. Similarly, a songster was a female singer, a hopster (as the word would have become in modern English) was a female dancer, a lester was a woman teacher, and a baxter a female baker.

Some of these trades came to be taken over by men, however, and in so doing they appropriated the feminine term for their own trade. Thus, today a huckster is understood as a male pedlar (or hawk), which is a related word, and a tapster is a man who serves drinks in a bar. Even websters, as male weavers, were spoken of until quite recently, especially in Scotland, and the word is used of a weaver in Stevenson's novel of 1893 *Carolina*. And although now brewer is the standard masculine word for a brewery worker, the term brewster still survives in specialized use for the so-called "brewster sessions", the annual sittings of magistrates at which licences to sell intoxicating liquor are issued or renewed. While baxter is a little different, since the word was already in use for a male baker in the eleventh century before it came to be used of a woman who baked. Even so, the feminine application of the word, first recorded in the 14th-century, survived at least for 500 years, as Webster did, and may still be in direct use in Scotland. Songster, however, was certainly taken over as a male word, and subsequently a new feminine form of this came to evolve as songstress.

It is thought the males adopted the feminine forms of the words in order to have a term that denoted a genuine fulltime profession, rather than an occasional activity.

Adrian Room

David Quinlan's *The Illustrated Directory of Stars* (Batsford £14.95) provides brief accounts of 1,600 lives and careers: an ideal film-buff's companion. Mr Quinlan's latest volume, *British Sound Films* (Batsford £19.95), deals exhaustively with our once-thriving industry, but it serves to underline how very few really good films emerged from the vast output, and how disastrously inferior even the best were to those of the USA.



Rodin drawing a Cambodian dancer in Marseille, 1906. From Auguste Rodin: Drawings and Watercolours, by Ernst-Gerhard Giese - an absorbing, detailed study with 380 illustrations, many arresting and unfamiliar. Thames & Hudson £30.00.

College of what?

Professional Roots: The College of Preceptors in British Society. By J. Vincent Chapman. Tenthon Books Publications £5.95. 0 9510484 0 6.

Status anxiety, as we all know, is the besetting sin of teachers. It always was. In 1843 John Parker read a paper to the Brighton Literary Society urging the formation of a corporate body intended to provide "first, a guarantee for the public as to competency in teachers; and secondly a guarantee for ourselves to ensure respectability, and to obtain a status in the social system of this great country, to which we are fairly entitled".

In the following year the College of Preceptors was founded, and it is thus the oldest surviving teachers' organization in the country. Respectability followed with the granting of a royal charter, but its status, like that of the profession, ebbed and flowed with the tides of educational administration and organization. Other, more powerful and better funded bodies have

taken over the innumerable initiatives that it set in motion, and as the author notes, the response of many people with a lifetime in teaching to a mention of its name is the question "The College of what?"

Three things have ensured its survival. The first is the well-known fact that it is easier to set up an organization than to wind it up, because of the various vested interests involved. The second is that like so many voluntary organizations, the college has been remarkably well-served by a succession of both honorary and paid officers. Mr Chapman was its secretary for 30 years, and though his book gives no hint of this, it was he who, as Harold Dent indicates in an entertaining foreword, pulled it back several times from the brink of collapse in the postwar years, where the cost of running any unofficial body, in ordinary mundane things like postage bills, has risen terribly.

The third factor has been the dogged search for chunks and niches in the education industry which remained unfilled. Postwar examples have been

training courses in school management for heads and would-be heads, or the remarkable experience of the college in setting up an exam for 15-year-old leavers. In the days before the Beloe report and the CSE it took the initiative by instituting an exam intended for private schools in this field and found itself deluged by secondary modern schools applying in their thousands for just such an examination.

Vincent Chapman has succeeded in an absolutely daunting task. He has set the evolution of the college against the educational background of its history, has recorded in absorbing detail the innovations it achieved and the way in which its loyal advocates pitted themselves against the formidable heavyweight of the industry like Sir Ronald Gould of the NUT and Lord Alexander of the once powerful Association of Education Committees. Both those who have sought unity in this teaching profession and those who have cherished diversity will find this a surprisingly engaging contribution to the history of the politics of education.

Colin Ward

On the wing

The Encyclopaedia of Birds. Edited by C M Perrins and A L A Middleton. Allen & Unwin £25. 0 04 500032 8.

Rarely is the title "encyclopaedia" more aptly used than as a description of this huge anthology of reference material, essays, and illustrations.

Without exception the contributors provide information on distribution and habitat of the complete range (some 180 families) of birds, with authority. All the species are classified, with full and reliable data about their characteristics, lifecycle, behaviour patterns and the like. Relationships of birds with man are also featured, with emphasis on the need for preservation of threatened types. It is hard to decide whether the paintings or the photographs which accompany the elegant text are the more exquisite but the whole work is a delight. It is not, of course, a book for the pocket on a birdwatching expedition (300 large pages and a mass of several pounds ensure that). But it is a coffee table book for display only. It is for constant reference and enjoyable reading.

F W Kellaway

Spit and polish

Creative Airbrushing. By Graham Duckett. Ebury Press £7.95. 0 85223 411 2.

Starting with a formidable array of equipment needed by the aspiring airbrusher, this exhaustive guide covers all aspects of the skills and techniques which must be mastered before the desired spit and polish effect can be produced.

As an inducement, the second half of the book is devoted to advanced airbrushing by practising commercial artists whose work is shown in over 400 colour plates. They are uniformly difficult to execute. The slick professional finish gives the worst design a spurious dignity. However, used by a good artist, the technique has its advantages and this manual should prove invaluable.

Betty Tadmor

ARTS

During Monday night's interval I spotted the Rt Hon Edward Heath scurrying downstairs, ostensibly on his way out after South Glamorgan String Orchestra's performance of the Saint-Saëns Cello Concerto. I hope he stayed for the second half of the concert which ended with the kind of flourish and panache we have come to expect from a Schools Prom. Hampshire County Youth Orchestra chose to make use of the Albert Hall's magnificent concert organ in an electrifying performance of Richard Strauss's Festival Prelude, "the ultimate in film music" as Antony Hopkins described it. South Glamorgan sounded less than their confident best in the Saint-Saëns. But then the rather formless nature of the work itself, in which most of the interest is concentrated in the solo part (played on this occasion by the highly acclaimed young cellist Felix Schmidt), may have been a contributing factor.

It is never easy to open the first night of a Schools Prom, if for no other reason than audience rapport has still to be established. On the other hand, there are no interruptions. Wolverhampton Concert Band were thus able to get through their "Rhapsallion", a rather un-scherzo-like scherzo by James Barnes, without inter movement applause. A piece with more than a passing reference to Shostakovich and Debussy, it was a shade too derivative to be satisfying. The Milhaud "Ile de France" was lively and worked better.

Bands in all their infinite variety – concert, brass, wind and steel – are a phenomenon of the last ten years, and their growth in popularity marks one of the most important changes in music education of this century. East Norfolk Big Band boasts young players that make it the envy of many a professional orchestra and the band's spanking delivery of jazz classics "The Pink Panther" and "Birdland" made this group one of Monday's highlights. Wardle Band whizzed through "Star Wars" faster than Reagan and Gorbachev at the plenary sessions of last week's summit, and I would have



Can-canning the night away

Philippa Davidson at the Schools Prom

enjoyed the McCartney medley more than I been able to identify the numbers.

Beatles' tunes turned up again on the programme of the Birmingham Concert Orchestra, formed especially to perform the different styles of music that take place in the city's schools. Guest conductor Louis "hooked on classics" Clark had the audience and even some members of the orchestra can-canning (how many discreetly garbled legs are concealed beneath prim orchestral black skirts, one wonders). The trouble was that in all the hullabaloo we never really heard the orchestra at its best, and the strings, despite their forces, were overwhelmed by the brass in the Beatles' numbers.

It is a popular misconception that only National Festival winners are rewarded by an invitation to the Albert Hall. St Paul's and All Hallows Steel

Band earned their place because they are particular favourites of director Larry Westland. Although not the most exciting steel band to appear at the Proms (there has been one every year since the first Prom eleven years ago) they do boast an excellent rhythm section in the person of a tambourine player who held the group together in the exciting calypso "Mary Anne".

On the other hand, some bands are so exceptional that no Schools Prom would be complete without them. Doncaster Youth Jazz Orchestra is just one of the groups that has benefited from its association with the Proms (it has appeared no fewer than eight times). Doncaster's relaxed rendering of "Party Hearty" belied the difficulty of the piece, and with Paraphernalia star Barbara Thompson as soprano saxophone soloist in her own composition "Variations on A Hero Returns"

(sounding more than a little like "Chariots of Fire") they toned down easily to a slow rock tempo.

One of the most remarkable aspects of the Schools Prom is the way you will find children who appear to be far more interested in roaming in search of crisps and coke than listening to chamber music suddenly quieten down in rapt attention when classical music begins to play. There certainly wasn't any detectable fidgeting during Tuesday's all-classical first half. I was particularly looking forward to the Working Chamber Orchestra, which missed at the Festival. Having talked to the conductor, 17-year-old Robert Alt, and learned that as well as organizing rehearsals and three concerts a year he also deals with the orchestra's publicity, I was anxious to see this unusual young man in action. Robert makes no secret of the fact that

he has dreamed off the best plays from the local youth orchestras (he is himself principal clarinetist with Surrey Youth); watching the group perform you have the impression of observing a group of friends at work. Robert has the style and confidence of a conductor twice his age, and in the "Puccini Suite" he drew plenty of sauce and bite from all sections of the orchestra, especially the all important brass.

It is always exciting to hear young musicians at the start of their career. Having heard European prize-winners Jane Spiers and Shell woodwind scholarship winner Karen Jones on more than one occasion it was unusually interesting to hear them together in the Cimarra "Concerto for Two Flutes". The work's slow movement takes the form of a refined conversation between friends. The girls played delightfully and perhaps Cimarra deserves to be acclaimed as more than a one-rate Mozart for providing a framework for the dialogue.

One of the purposes of the Schools Prom, says stalwart presenter Antony Hopkins, is to inspire members of the audience to emulate the best of the performers in their own music-making. The most inspirational offering of the first two nights? Ludlow School's mime drama "Prometheus" which had both controlled grace and musicality.

Talent, variety and enthusiasm are all there, just as they have been since the first night when nobody thought a school concert would ever fill the Albert Hall. But sadly, the arena on Tuesday night looked as empty as the Festival Hall at a first performance. Was the teachers' action keeping the conclusions away as the presenters had feared? I saw a placard with "Keith Jones" on it, but wasn't near enough to tell whether it bore the words "Go home".

The Schools Prom is sponsored by the Association of Music Industries, Commercial Union Assurance, The Rank Organisation and The Times Educational Supplement. The third night of the Prom will be reviewed next week.

ments up to the Spanish Civil War.

It is here that both routes coincide. But just as you cannot walk in two directions at the same time, it is impossible to pay homage to a city which has all the built environment is relegated to slide and audio-visual shows. If Gaudi's architecture is to be reduced to a one-tenth scaled reconstruction of two boys of the Sagrada Família, why not leave it all to the film? Nevertheless, the first gallery display of his designs alongside those of Domènec, Gaudí, Puig and Horta is the most satisfying of all, recreating some sense of what turn of the century Barcelona interiors were like and showing us that Gaudí was not alone.

The greater part of the exhibition is devoted to painting, sculpture and graphics, and with a substantial number of pieces by Picasso, Miró, Dalí and Clement, not to mention some distinguished foreign visitors like Gleizes, Picabia and Magritte, there is enough to show the artistic energy of the city. One wall of drawn portraits by Cases adds physical presence to the personalities who enriched Barcelona's cultural life and another of graphics, including a poster advertising a cure for "Sifilis", substantiates its social and commercial activities.

In the early years of this century, the bold canvases of Nonell stand out well beside Picasso's Blue Period work, but with the Noucentisme group the momentum flags. There is a renewal of energy with the abstract paintings of Carbonell and sculptures of Marín but it is not their work that most eloquently responded to the civil war. It is Dalí's "Soft Construction with Bolled Beans", Miró's "Still-Life with Old Shoe" and Picasso's "Weeping Woman" that provide the show with its fitting conclusion.

Michael Clarke.



Catalonians

Homage to Barcelona Hayward Gallery until February 23, 1984.

If clarity of arrangement were the sole criterion for judging an exhibition, *Homage to Barcelona* could be considered a success. To the right of the entrance hall an illuminated arcade presents the most important social and artistic events from Cerda's 1859 plan for the redevelopment of the city to the equally radical one proposed in 1932 by the members of GATCPAC in cooperation with Le Corbusier. On the way are the Catalan Nationalist revival, a bomb thrown into the opera house auditorium in 1893 and the international exhibitions of 1888 and 1929. Ahead of the entrance is a chronological sequence of successive art move-

The Complete Moleworth. By Geoffrey Williams and Ronald Searle. Pavilion Books £4.95.

The re-emergence of Nigel moles worth from his bunker, in St Custard's 25 years after cessation of hostilities will gladden the hearts of all noble brave and super burly boys cheers cheer! This exhaustive guide to school life, devastatingly accurately illustrated by Ronald Searle includes sections on masters and other grown-

C.G. Church

Anthems

British Federation of Young Choirs. First Federation Singing Day. De Montfort Hall, Leicester, November 10.

A year or two ago it seemed right to be gloomy about the standard and extent of singing in schools. Instrumental work was all – at one end of the spectrum youth orchestras, wind bands and jazz groups pushed on to ever-greater excellence; at the other, classroom creative work centred around tuned percussion. The old arts and pleasure of singing were fading, losing out in the contest for timetable provision and teacher expertise.

There is no doubt now, however, that a change is well under way. Each year – sometimes it seems like each week – the interested circle discovers new and exciting youth choirs of all age groups, based both in schools and outside them.

If any confirmation of this were needed, the fact of the very existence of the British Federation of Young Choirs is helpful. Rather more positive is the Federation's ability to mount a singing day for young choirs (sponsored by Sainsbury's) under the baton of Sir David Willcocks. And the final touch of reassurance lies in the very high quality of voice and musicianship which the young singers were able to provide for Sir David to work with.

Some 40 choirs took part, from all corners of England – about 1,000 singers. They spent a total of four hours in uncomplaining and concentrated rehearsal of four demanding pieces – the Handel Anthems "Zadok the Priest" and "The Peacock" by Knapton, and the Gounod Magnificat of Schütz. That Sir David was able to do detailed work on these and other, the brief final concert, a series of very presentable performances is no small tribute to the standards being achieved in the very varied selection of schools and music centres whence the singers came.

This was a major enterprise which, through efficient and imaginative handling, provided a memorable musical and educational experience for young singers and their teachers.

Gerald Haigh

Unpicked blooms

Edwin Mullins: A Love Affair with Nature. Phaidon £14.95. 0 7148 2404 6. A Love Affair with Nature. Channel 4.

Opening his book and television series with a landscape painting, Edwin Mullins notes that, "It can be no accident that the nation now most fervent in the field of conservation should be the very nation which created the Industrial Revolution", implicitly recognizing the impurity of our collective passion and suggesting that this grand amour is probably a much more recent phenomenon than the 8th-century illuminated manuscripts that provide his earliest examples. To what extent our pre-18th-century sentiments were stronger than or different from those of other nations is never properly answered.

Of course, the book and the television programme are not the same. The

Distortions

Meedja Queen Elizabeth's Grammar School, Wakefield.

School plays are too important to be judged by the performance alone. Queen Elizabeth's Grammar School, Wakefield, have devised and produced *Meedja*, an attack upon a wide range of targets from government control of the BBC to Maxwell and Murdoch. It is a large undertaking and as an integrated approach to a social science project it is a success.

Meedja is concerned with the way truth is distorted in both fact and fiction. A group of actors in a TV studio are working on a sitcom based in a newspaper office. Apparently this began by trying to reflect "real-life", but after numerous rewrites it quickly descends into the kind of dross that is all too recognizable. At the same time the team behind the weekly documentary *The World In Focus*, from Northumbria, with a more pro-

camera can move around a building or garden and despite some awkward shifts from real locations and objects to static prints and paintings, many more visual images appeared on the screen than are provided on the page. But if references to Plato, Aristotle, Augustine and Aquinas were judged more suitable in print than in the spoken commentary, the naked girl wandering in the shrubbery in the programme, "Nature in Flower", was an unjustified appeal to vulgar male instincts.

Fortunately, embarrassing moments like this were few and better done by showing the blossom-covered female body in an Elliot poster for leather boots. Best of all, perhaps, was Mullins in a hot-house explaining how Joseph Paxton had not only grown from seed the giant lily, Victoria regia, but had been inspired by its ribbed structure to design the famous iron and glass Crystal Palace, in which were exhibited to many industrially produced items that mimicked the shapes and forms of nature. This was excellent television, nicely timed to suit pupils home from school and causing one to temporarily forget any doubts about the central thesis.

MC

ramme about two elected representatives from Northern Ireland, set out to expose the bias within the newspaper industry.

Part of the production is a twenty-minute documentary on video which shows that television can be used to support any point of view in the producers' wish. Another way in which the pupils have used the media they criticize is in the production of an eight-page tabloid that doubles as a programme. They were responsible for every stage of the editing and production, apart from the printing, from layout to selling advertising space.

The enterprise involved over a hundred pupils. Listening to some of them talking about the making of the video, it was clear that they had solved the technical problems and had begun to edge around less tangible matters, like the nature of truth.

The final performance is not a success. There are no characters, no dialogue, only attitudes and statistics. It is a simulation exercise, but not a play.

Nick Wood

Caught in the Act

Marie Staunton on the implications for education of the new Data Protection Act



For the past twenty years civil libertarians and consumer groups have been campaigning to protect individuals from the misuse of personal information held about them. The Data Protection Act 1987 is the Government's minimal response to the need to ratify the European Convention on Automatic Data Processing. It only applies to information automatically processed; information held other than on a computer – in a card index or filing cabinet – is outside its scope.

In other European countries, such as Austria, which have privacy laws to protect personal information however it is stored, up to 80 per cent of complaints concern manual records. Education records, however, are increasingly stored on computer and the Act not only safeguards their accuracy, relevance and security, but in November 1987 will give data subjects a right of access to them.

The Act gives individuals the right to see their files, if they are held on a computer. A register is being set up listing all the organizations that hold personal information on computer, together with details of what they hold. It will show where the information came from, and to whom it is transferred. These organizations will have to abide by eight data protection principles. A Data Protection Registrar will

oversee the law, issue instructions to people who break it, and in extreme cases prosecute offenders. Individuals who have suffered as a result of a breach of the law will be able to sue in the courts.

Secret education records which are inaccurate, irrelevant or out of date can be harmful if used as the basis of reports on transfer to new schools, or for assessing performance, or for references to future employers. The following two cases illustrate the sort of abuse of personal records which the act is designed to overcome.

In one case brought to the National Council for Civil Liberties' attention, a 15-year-old boy was accused by someone else at school of attacking a younger boy, and demanding money from him. Although the head teacher told the father that his son was not involved, the 15-year-old and his younger brother were transferred to abuse at school. The children were transferred to another school in the same area, and when the father went to see the new headmaster, he discovered that the alleged theft had gone down on the boy's record. Nor had the information been kept confidential; a new teacher who asked the younger boy if they were brothers, commented "Oh, the thief". Their father complained to his local MP, the L.E.A. and the Home Secretary, but to no avail.

In another case Mr A tried for nearly

100 jobs after leaving college in 1976. Although he had a number of interviews, he was never appointed but finally he obtained a job as a laboratory technician. After he started work his employer received a reference from his former head of department which said that Mr A had been depressed, solitary and withdrawn and that "you could not expect much initiative from him".

When Mr A received his contract it said that during his probationary period he would be subject to medical and other checks to make sure he was capable of doing his job. It was only after Mr A went to see his head of department that the latter admitted that he had used an unfortunate choice of words, and wrote a second letter confirming that Mr A had never been treated for depression.

Some local authorities are distinctly lackadaisical about access to school records. About half of them give no guidance at all, leaving access to the discretion of the head teacher. Some authorities such as Brent grant access to parents and students over 18, on the basis that "if the information in a headmaster's record from Stannore who gives primary school children access to their records." The position now is that the three parties most closely concerned with a child's education, namely the pupil, the parents and the teacher, work together to produce a

parents of children with "statements of special needs" have had access to the reports on which the decisions of L.E.A.s are based. The Data Protection Act goes further. Not only parents but also pupils will have access to their computerized files from November 1987, on payment of a small fee. This will include recorded opinion (Jane is a troublemaker) but strangely not intention (we intend to suspend Jane). Information obtained from a third party must be disclosed, but not in a way which the third party's identity is revealed without their consent. The question of access to medical and social work records will be dealt with by regulations being prepared by the Department of Health and Social Security.

For the first time pupils will be able to see the raw marks on which examination results are based – although this can be delayed until 40 days after they are published or five months from the request, whichever is earlier.

Before schools contemplate trying to avoid the Act by keeping records in manual form, they should consider the experience of one primary school where the headmaster from Stannore who gives primary school children access to their records. "The position now is that the three parties most closely concerned with a child's education, namely the pupil, the parents and the teacher, work together to produce a

vital worthwhile working document". In the next six months an estimated 800,000 Data Users will file details of the type of information they hold, where it comes from and to whom it is transferred, with Mr Howe the Data Protection Registrar who keeps a central register with copies available for inspection at public libraries. Only a few types of records, such as payroll and accounts, membership and mailing lists, information used solely for wordprocessing and those kept for domestic and recreational purposes are exempt from the registration requirement. After May 11 1986 it will be a criminal offence to hold personal information covered by the Act without registering.

Many local authorities will be registering as Data Users for both central administration and local school records, which means that they will first have to check what information is being held in order to complete the registration form. Schools who are being registered as Data Users will have to examine what information is held not only officially but informally. The Data User will be responsible for all personal information, from the school football club records to data on a local residents' association for a school project. The Act only applies to living individuals; and information which is held partly on computer but does not identify an individual until it is linked with an index kept in a manual folder is not covered by it.

Registration is only the beginning of the Data Users' responsibilities. Data must be accurate, relevant and not excessive; it should not be obtained from or transferred to someone not mentioned in the registration.

Not only Data Users but also teachers could face criminal prosecution or be sued for breach of these principles. The emphasis on responsible collection of data is designed to bring about the disappearance of mission (we intend to suspend Jane). Information obtained from a third party must be disclosed, but not in a way which the third party's identity is revealed without their consent. The question of access to medical and social work records will be dealt with by regulations being prepared by the Department of Health and Social Security.

One controversial exemption to the principles is that which allows information to be transferred to the police for the "prevention of crime". However, schools are not bound to transfer any records unless the police have a search warrant.

As well as pupils, teachers also have new rights under the act. From November 1987 all teachers on payment of a small fee will have a right to see and if necessary correct files held by the local authority on them – but only if it is held on computer.

Marie Staunton is a solicitor and legal officer for the NCCL. She is co-author of *Data Protection - Putting the Record Straight - £3.95 from NCCL, 21 Tabard Street, London SE1.*

Index linked

Ray Collins on a TVEI database

If, on the other hand, you want subject detail you can access the Subject Menu and select the appropriate subject code. There are 29 in all, ranging from Creative Arts through to Industrial Links. This will allow you to browse through contributions from various projects.

There is also an Alphabetic Keyword Index if you are unsure of the subject heading or wish to see how various projects treat a particular topic.

Resources that schools and colleges can provide have been coded on the subject detail pages and these may be requested by contacting the teachers involved. Each frame has a named contact, the Prestel Mailbox number and, where known, The Times Network Service ID number, allowing for a variety of methods to be employed in obtaining further information. The project, subject and keyword indexes are linked in such a way that it is easy to change the nature of an exploration if so desired.

The main menu also has a Bulletin Board, which provides information of general interest to TVEI database

users. (Any individual, project or organization may place an item on it if it has relevance to TVEI objectives.) Also available from the main menu is a Mailbox Index, which is a list of the TVEI centres involved in the TVEI database and their Prestel Mailbox numbers.

Since its creation it has become apparent that the TVEI database may have a wide number of audiences ranging from pupils in the classroom through to industrial personnel. It is hoped that in its present form the database has appeal and applicability to all of these. However, it is realized that if a database is to be used and of use it must be dynamic.

To achieve this in the short term the need for project data to be kept up to date and items of current interest to be displayed in the Bulletin Board section.

Evaluation of the database pilot scheme is being undertaken and, if judged successful, future developments will enable a more dynamic database or databases to exist. This project, subject and keyword indexes are linked in such a way that it is easy to change the nature of an exploration if so desired.

Along with this will be a resource bank of TVEI expertise, and experiences allowing more detailed project

analysis and a history of the developments, both for the overall TVEI scheme and for individual projects. The resource or item bank should provide sufficient information to enable replication of TVEI initiatives both within and without the TVEI structure. This could form a base upon which TVEI – related inservice training could research and develop its programmes.

Consideration is also being given to alternative ways of presenting such a database. Two of these possible alternatives are TTNS and the provision of a private viewdata service using a system such as Metrol. For various reasons TTNS is not now seen as an alternative but rather as complementary to the Prestel database. The mailbox electronic communications facility on Prestel is rather limiting, whereas on TTNS it is not. As most participating schools have TTNS, a significant number of messages are passed on this medium regarding the Prestel database.

Originally it was agreed that the life of the database pilot project would be six months but this has been extended to a further six months beyond November 1985.

The TVEI Prestel database may be found on page 27088. If you have any comments regarding it or require further details on this and future developments, please contact: Ray Collins, Project Manager, TVEI Prestel Database, c/o Croydon TVEI Project, Davidson Centre, Davidson Road, Croydon CR0 6DD, 01 654 9228, mailbox 016549228, TTNS TCD100044.

notes

POSTER CHARTS

Quadrant Limited have published a set of full colour Poster Charts which should be of interest to many teachers.

"Crops", "Vegetables" and "Fodder Plants" are large (100x70cm), detailed (about 70 plants are shown) and printed on a reasonably durable paper which should withstand continued use. At £3.50 each (plus 75p postage if ordered direct from the publishers) the posters in this set are well worth investigating.

Their effectiveness in the classroom will depend on how they are used, since they are essentially informative sequences of small pictures with captions demanding close scrutiny rather than charts for demonstration work in front of a class.

Details of other posters available from Quadrant Limited, Warwick House, 334 Kilburn High Road, NW6 2QN.

Next week

Musler: a digital sound system for schools; a glossy compendium on the instruments of the orchestra; wall-charts on classical instruments; and playalong songs.

MEDIA

Not so worldly wise

Hugh David on a new quiz show

CHILDREN'S TELEVISION
Worldwide
ITV, Fridays 4.25pm.

According to the computer graphics which appeared on the screen in the first edition of *Worldwide*, it is precisely 11,390 miles from London to Auckland, 4,747 from Cape Town to Dubai. According to one of the 12-year-old competitors in the quiz, Monte Carlo is in America and Tehran is the capital of Africa.

There is a lesson there somewhere, something which teachers might like to ponder - while the makers of *Worldwide* quietly rue the day they allowed those young competitors to louse up a very good idea. Not to put too fine a point on it, their hopelessly wrong, muddle-headed answers almost brought the game to a halt.

In two teams, they were trying to travel "around the world in just 20 minutes", hopping from city to city, continent to continent. The correct answer to a geographical question was their ticket for each leg of the journey, the total number of miles they travelled their final score. Maybe they were put off by the technical wizardry - presenter David Jensen was hovering above them in a control box mounted on what looked like a tarted-up camera crane - but in the first edition neither team completed the course.

There were observation and activity rounds interspersed among the straight questions, but although none was more difficult than the easier stuff on *Top of the Form*, time and again wrong answers slowed down what was designed to be a fast-paced quiz to a hesitant crawl. And it wasn't the fault of the question setters or the programme makers at TVS.

Worldwide is a well planned, genuinely new game show. Definitely one of the new generation of quizzes like *Busman's Holiday*, it has a set which appears to take up a couple of acres - its faults are the faults of the format. There is no need for the disco music which plays in the background while Jensen is explaining the rules, indeed it is positively distracting. There is no need for Jensen to be mobile either, except that like the music, it adds to the pace of things.

With a brighter, perhaps slightly older, group of competitors, it could be very good indeed; fun as well as educational. With the four who appeared in the first programme it was just frustrating. Luckily their navigation was better than their general knowledge, otherwise they'd never have got to the studio, let alone round the world.



Illustration: publicity material produced by the 'Committee for Defence of the Island of Sao Luis' to protest at the installation of Alumar, an aluminium plant on the island. This plant is largely owned by Alcoa (the US multinational) and Shell (the Dutch/UK multinational)

In the grip of progress

Bob Catterall on 'Brazil, Brazil', a series about a country struggling for a new social order

CONTINUING EDUCATION
Brazil, Brazil
BBC2, Thursdays 7.20pm
To be repeated in April and November 1986.

Most media coverage of the Third World presents it as spectacle. The BBC's new series on Brazil also provides us with spectacle but it is within the context of the attempts to build a

new society free from the grip of military dictatorship and free from some of the present dictates of the First World.

The first programme, "God, Football and Carnival", shown yesterday, provided us with spectacle in the form of colourful display by exotic performers. It took us into the excited and exciting atmosphere of carnival and football. But it went on to explore the meaning of that excitement as experi-

enced by performers, spectators and commentators. Part of that meaning was found in God. Whether this is the same God who had been largely superannuated in the First World remained to be seen.

"What Price Progress?", the second programme, rehearses the version of progress imposed until this year under the military dictatorship. It too provides spectacle, this time in the form of grim accounts of the victim of a tragic

set of events. It takes us through that era and into the gigantic capital development scheme that benefited the few and contributed to the pauperization of the great majority. We see three huge projects in the Amazon region, the Tucuruí Dam, the Carajás mining and railway project and the Alumar aluminium plant in São Luis. We are given some sense of the cost in human terms of such progress. It is, as the local people observe, progress without development. But this form of progress is not presented as an inevitable tragedy. The context is, instead, one of struggle and of the attempts to define and realize a new social order.

This emphasis on popular struggle is continued in the third programme, "Water, Land and Survival", which deals with the most impoverished part of Brazil, the north east. It looks at the causes and effects of "the development of under development" there and in particular at the problems of drought. The solutions to this problem are explored and they are not seen as merely technical. They involve land reform according to the plan of the God of liberation theology who is far from superannuated.

The final programme, "After the Miracle", takes us back to the centre of the struggle for a new order in the state and city of São Paulo.

This is an important series. The programmes were produced by the BBC's Continuing Education Unit. In their present form they are most suitable for sixth form and further education. There are, however, long narrative sequences in each that would be very effective with younger pupils. Ideally, the series might be re-edited as eight 20-minute programmes. The background notes prepared by the International Broadcasting Trust, are excellent.

Progress with development involves, as the series shows, steps towards a new international economic order as well as continued openings for the political will of the people. It also involves space for football, Carnival and, even, God.

View from the West

David Budgen on 'Soviet Television: Fact and Fiction'

CONTINUING EDUCATION
Soviet Television: Fact and Fiction
BBC2, November 21 and 28.

My own memories of watching Soviet television, admittedly some fifteen years ago, are of endless ice-hockey matches, elevating series on Siberian wildlife, war films, ballets, circuses and the inevitably aggressive and hammy documentary (which nobody seemed to take seriously) about how frightful it was to live in the West. If you were still awake at the end of the evening you felt either edified and improved, or else clubbed over the head - and in either case at great length

and on a low budget.

Terry Doyle's two programmes, the main aim of which is to give a flavour of Soviet television to Western viewers, and, like *Comrades* (Sunday 8.10 pm BBC2), to point up the similarities between them and us, does not convince me that things have changed substantially, despite the optimism of Gorbachev's walk-about (twenty minutes on Nine O'Clock News), the lively behind-the-scenes interviews with TV big-wigs in Moscow, and the very professional (British) editing and cutting from one Soviet programme to another. This last crucial feature, which makes both fact and fiction fast-moving and entertaining, gives the

viewer in the West no idea at all of the acres of boredom Ivan Ivanovich has to trudge across before hitting on a good programme.

Some things are new and did surprise me though. One was the extent to which in the last decades the Soviets have been busy imitating Western-style programmes and techniques: there are more news programmes now, there are "phone-ins", studio-discussions, a few social dramas (albeit fairly safe), there is the odd rock concert and there are some very funny Russian comedians - all of which look very professional and are tremendously popular with the viewers.

Another new feature is a bit of audience participation and some tentative marketing: Soviet television, it would appear, is beginning to venture into the street and the village to ask for opinions - and, goodness, how cutting they were about the boring diet: "It's all so dry, why can't we have a bit more entertainment?", and "Why do we have to have those old songs all the time?" asked one old pensioner.

Even so, this is hardly enough to bear out Terry Doyle's dynamic premise that Soviet television is really on

the move, or to exonerate the boredom by stating, like Posner, that "Life in the Soviet Union is changing so fast that television just can't keep up with it". The plain facts of the matter are that Soviet television is rigidly centralized, it is non-commercial and non-competitive - and it shows - and furthermore it is conceived of as a tool for social engineering. Above all it is concerned with the moral health of the viewer, with teaching values (a commitment which involves giving a positive picture of the USSR and an always negative one of the West), and with elevating the soul, no less - if possibly, patriotically.

Doyle packed a great deal, perhaps too much, into these two interesting programmes, including a round-table discussion, which, even if it did not go very far, at least raised some pertinent questions. These were less in the end about Soviet television, than about that exercises control, or censorship, in any system, and what are the authority's underlying values? Clearly one the Soviet television does have is a very precise idea of who the authority is and what it is doing.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 31
Deputy Headships Senior Master/Mistresses 31
Other Appointments 31

Primary Education
Headships 32
Deputy Headships Senior Master/Mistresses 41
Heads of Department 42
Scale 2 Posts 43
Scale 1 Posts 43

Middle School Education
Headships 44
Deputy Headships Senior Master/Mistresses 44
English 44
Music 44
Physical Education 44
Other than by Subjects 44

Secondary Education
Headships 44
Deputy Headships Senior Master/Mistresses 45
Remedial and Special Needs Teaching Posts 45
Art and Design 45

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Nursery Education
Headships 31
Deputy Headships Senior Master/Mistresses 31
Other Appointments 31

Primary Education
Headships 32
Deputy Headships Senior Master/Mistresses 41
Heads of Department 42
Scale 2 Posts 43
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Headships 44
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Nursery School. Applicants should have sound experience and knowledge of early childhood education, and should be able to demonstrate a thorough grasp of and commitment to equal opportunities, anti-racism, anti-sexism, anti-homophobia, evidence of commitment and experience in the home, school and community is essential. We welcome applications from members of black ethnic communities as well as such Section 28 (1)(b) of the Race Relations Act 1976 applications. Application forms and further particulars (large and further particulars) are available from the Headteacher, returnable by 20th November 1985. London Allowance of £1,000 plus Social Priority Payment. Multi-cultural Education will be made for all interested candidates to visit the school. Please telephone for an appointment. Please note separate arrangements will be made for all travelling expenses with a visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (100057)

COVENTRY CITY OF COVENTRY
PARADES NURSERY SCHOOL
Station Street East, CV6 5PR
Head Teacher - Mrs J. Taylor
(Accommodation for 30 full-time pupils & 4 to 5 years as well as part-time provision) Required January 1986 or as soon as possible. (Group 2) Applications are invited from suitably qualified and experienced people for the above named post. Preference will be given to members of the Church of England. Application forms and further particulars are available from the Director of Education, Education Offices, Prince Consort Road, South Shields, Tyne and Wear NE5 4AB. (100058)

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WHERE DO WE GO FROM HERE?
(Monday, 18.30 C4)
John Taylor looks at the options available to young people as they search for work, and analyses the success of the Government's Youth Training Scheme.

MICRO LIVE
(Friday, 19.00 BBC2)
Reports by Fred Harris, Ian McNaught, Davis and Piff on "flat screen" technology, computer money banks and the use of computers to price antiquities.

Appointments vacant

Nursery Education
Headships 31
Deputy Headships Senior Master/Mistresses 31
Other Appointments 31

Primary Education
Headships 32
Deputy Headships Senior Master/Mistresses 41
Heads of Department 42
Scale 2 Posts 43
Scale 1 Posts 43

Middle School Education
Headships 44
Deputy Headships Senior Master/Mistresses 44
English 44
Music 44
Physical Education 44
Other than by Subjects 44

Secondary Education
Headships 44
Deputy Headships Senior Master/Mistresses 45
Remedial and Special Needs Teaching Posts 45
Art and Design 45

Nursery Education
Headships
BRENT LONDON BOROUGH OF
BRENT CARLTON NURSERY
School, Carlton Vale, NW6
Tel: 01-848 7800
(Roll 4) Extended Day provision
Required for Easter 1986 - Deputy Headteacher for the Nursery School. Applicants should have sound experience and knowledge of early childhood education, and should be able to demonstrate a thorough grasp of and commitment to equal opportunities, anti-racism, anti-sexism, anti-homophobia, evidence of commitment and experience in the home, school and community is essential. We welcome applications from members of black ethnic communities as well as such Section 28 (1)(b) of the Race Relations Act 1976 applications. Application forms and further particulars (large and further particulars) are available from the Headteacher, returnable by 20th November 1985. London Allowance of £1,000 plus Social Priority Payment. Multi-cultural Education will be made for all interested candidates to visit the school. Please telephone for an appointment. Please note separate arrangements will be made for all travelling expenses with a visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (100057)

GATESHEAD METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
GATESHEAD ST MARY'S C.E. (AIDED) INFANTS SCHOOL (N)
APPOINTMENT OF HEAD TEACHER, GROUP 3 + (RE-ADVERTISEMENT)
Applications are invited from suitably qualified and experienced people for the above named post. Preference will be given to members of the Church of England. Application forms and further particulars are available from the Director of Education, Education Offices, Prince Consort Road, South Shields, Tyne and Wear NE5 4AB. (100058)

DEPUTY HEADTEACHER
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BRENT CARLTON NURSERY
School, Carlton Vale, NW6
Tel: 01-848 7800
(Roll 4) Extended Day provision
Required for Easter 1986 - Deputy Headteacher for the Nursery School. Applicants should have sound experience and knowledge of early childhood education, and should be able to demonstrate a thorough grasp of and commitment to equal opportunities, anti-racism, anti-sexism, anti-homophobia, evidence of commitment and experience in the home, school and community is essential. We welcome applications from members of black ethnic communities as well as such Section 28 (1)(b)

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

DURAND (JM) SCHOOL
Hackford Road,
(Entrance Durand Gardens),
SW9 ORD.

Vacant now. Roll 130. Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.

GLOUCESTER (JM) SCHOOL
Daniel Gardens
(Sumner Road),
SE15 9ER.

Vacant 1 January 1986. Roll 215. Burnham group 4 plus Inner London allowance.

ILDERTON (JM & I) SCHOOL
Vercoe Road,
(Entrance Ilderton Road,
Old Kent Road),
SE16 3LA.

Vacant now. Roll 75 plus 8 ft and 10 ft nursery. Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.

SMALLWOOD (JM) SCHOOL
Smallwood Road,
Garrett Lane,
Tooting, SW17.

Vacant 1 January 1986. Roll 188. Burnham group 4 plus Inner London allowance.

SURREY SQUARE (JM) SCHOOL
Surrey Square,
(Old Kent Road),
SE17 2JY.

Vacant now. Roll 155. Burnham group 4 plus Inner London allowance.

Please send foolscap for application forms and further details to Education Officer, EOT/510, Room 282A, County Hall, London SE1 7PB. Closing date for the return of completed forms 13 December.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (11068)

NURSERY EDUCATION

NOTTINGHAMSHIRE

COUNTY COUNCIL
STANTON INFANT SCHOOL
Barker Avenue, Skegby,
Sutton in Ashfield, Notts.
Roll 17/225 (including Nursery).
Nursery Teacher (Scale 2).
An experienced and enthusiastic
Teacher is required to take
charge of two year old nursery
in a purpose built school.
Visits to the school welcomed.
Application forms and further
details available (s.a.e.)
From the Head Teacher at the
School.
An Equal Opportunity Em-
ployer. (02755) 100056

OLDHAM

METROPOLITAN BOROUGH
SCHOOL
Bismouth Street, Oldham OL9
7EG
NURSERY TEACHER - SCALE
1/175
Required for January 1986 at
this multi-racial primary school
with a sympathetic and cheer-
ful attitude.
The post is temporary to
31st August 1986.
For further details, contact
the Headteacher on 061-634
1775.
Please apply by letter to the
Head at the school including
full cv and names of three refer-
ences by 6th December 1985.
(115945) 100056

Primary School Education

Headships

BARNLEY
METROPOLITAN BOROUGH
COUNCIL
ST JOSEPH'S RC (AIDED) J & S SCHOOL
Dunstable Road, Barnley S70
3Q
HEADTEACHER - GROUP 3
Applications are invited from
suitably qualified and experi-
enced teachers, preferably
practising Catholics, to the
above post. Applications made
in response to an earlier adver-
tisement will automatically be
reconsidered.
Application forms and fur-
ther details (S.A.E. please) from
the Education Officer, Educa-
tion Department, Barnley
Class, Barnley S70 3BS to be
returned together with a letter
of application to the school to
the Chairman of Governors,
Father Keenan, by Friday 13
December 1985. In addition to
two professional referees, the
names of a Priest to whom
reference may be made should
also be given. (035181) 110010

West Sussex - Southern Area
Broadwater C.E. School
Rectory Gardens,
Worthing,
West Sussex.

Headteacher (Group 6)

required September 1986 on the
retirement of the present post holder for
this First and Middle School. Age range
5 - 12 years; roll 380.

Candidates should be communicant
members of the Church of England in
sympathy with the evangelical tradition of
St. Mary's, Broadwater.

The Head will be involved in the
appointment of a new Deputy Head.

Further details and application form
from the Clerk to the Governors,
8 Sompson Avenue, Worthing, West
Sussex BN14 8HN, on receipt of
s.a.e.

Closing date, 16th December, 1985. (11002)

west sussex

CAMBRIDGESHIRE

EDUCATION
Northern Area
Required for April 1986:

Applications are invited from experienced and
committed teachers for the following

HEADSHIPS

Park Lane County Primary School
Park Lane, Whittesley, Peterborough (Group 6)

Duke of Bedford Primary School
Thorney, Peterborough (Group 4)

Possible housing assistance.
Further details and application forms available
from the Senior Area Education Officer, Educa-
tion Office, Touthill Close, City Road, Peter-
borough, PE1 1UJ (s.a.e. first class). Closing
date for receipt of applications 13th December.
(1183)

EQUAL OPPORTUNITY EMPLOYER

BEDFORDSHIRE

EDUCATION SERVICE
HARRIS INFANT SCHOOL
Macclesley Road, Luton LU4
0LL
FROM APRIL 1986
Group 4
Estimated number on roll:
213 children aged 5 - 7 years,
plus 30 in the Nursery
and 10 in the Reception
class.
Nursery Teacher (Scale 2).
An experienced and enthusiastic
Teacher is required to take
charge of two year old nursery
in a purpose built school.
Visits to the school welcomed.
Application forms and fur-
ther details available (s.a.e.)
From the Head Teacher at the
School.
An Equal Opportunity Em-
ployer. (02755) 100056

BERKSHIRE

HILLSIDE PRIMARY
School
Lower Exley, Reading RG2
4QJ
Applications are invited for
the Headship, Group 5, of
this new 480 place Primary
School of semi open plan de-
sign which is due for comple-
tion. Applicants should be
enthusiastic and dynamic
which makes full use of the
accommodation, and be aware
of the needs of a new and
expanding community.
Application forms and fur-
ther details from The
Director of Education (S7/58)
Shire Hall, Sharnfield
Park, Reading RG2 5XE
(S.A.E. please). Closing date: 13th
December.
An Equal Opportunity Em-
ployer. (02354) 110010

BERKSHIRE

ADVISORY TEACHER
PRIMARY EDUCATION
(Headteacher Scale Group 4)
Required from April 1986.
Applicants should have
Headship or Deputy Headship
experience in primary
schools. The successful candi-
date will work in partnership
with a Primary Adviser as
well as being a member of
the total team.
Application forms and
further details from The
Director of Education (S7/58)
Shire Hall, Sharnfield
Park, Reading RG2 5XE
(S.A.E. please). Closing date: 13th
December.
An Equal Opportunity Em-
ployer. (02354) 110010

DERBYSHIRE

See Derbyshire Display
advert post reference CV/9
20/1/1/1/P
Page 55. (0359) 110010

DEVON

Please see displayed adver-
tisement on Page 49.
(035601) 110010

Wiltshire

PRIMARY EDUCATION

Headteacher Post

MARGARET STANCOMB

County Infants School

British Row, Trowbridge, BA14 6PS

GROUP 3
Required from Easter 1986, for this Town Centre School in old-style accommodation of current developments in Primary Education is desired. Music on advantage. Curriculum vitae with the letter of application incorporating educational philosophy, ideas on organisation and particular strengths, and names and addresses of referees to the Head Teacher by 9th December. Practising Roman Catholics preferred. Application forms and further details (S.A.E. please) from Chief Education Officer, (S7/70A), County Hall, Bythesea Road, Trowbridge, BA14 6JB. Closing date for completed application forms - 18th December, 1985.

SCALE 1 POSTS

ST. MARY'S R.C.

Aided Primary School

Rowden Hill, Chippenham, SN15 2AH

GROUP 4
Teacher Scale 1
Required for January, 1986, to teach Lower Juniors. A teacher with good understanding of current developments in Primary Education is desired. Music on advantage. Curriculum vitae with the letter of application incorporating educational philosophy, ideas on organisation and particular strengths, and names and addresses of referees to the Head Teacher by 9th December. Practising Roman Catholics preferred. Application forms and further details (S.A.E. please) from Chief Education Officer, (S7/70A), County Hall, Bythesea Road, Trowbridge, BA14 6JB. Closing date for completed application forms - 18th December, 1985.

HEYTESBURY C.E.

Aided Primary School

Green Lane, Heytesbury, Wiltshire, BA12 0EA

GROUP 1
Required from January, 1986, if possible, a young enthusiastic and experienced teacher for infants for small town village school. Able to offer Music and Recorder as advantage. Written letter of application to be sent to the Head Teacher, stating age, previous particular of education, training and experience and also the names and addresses of two referees by the 2nd December. (11008)

Lancashire

County Council

AN EQUAL OPPORTUNITY EMPLOYER

The following are required for the dates stated, and the closing date is 12th December 1985.

For application form and addresses to whom completed forms should be sent, send SAE (foolscap) to Chief Education Officer, P O Box 61, County Hall, Preston, PR1 8RJ.

WALTON-LE-DALE COUNTY
Preston, (239 on Roll)
1st January 1986.

PRIMARY HEADTEACHER - GROUP 5.
BLACKPOOL STANLEY COUNTY
INFANT
Blackpool, (235 on Roll)
1st May 1986.

HEADTEACHER - GROUP 4.
Re-Advertisement

PRESTON ST. JOSEPH'S R.C. JUNIOR
(AIDED)
Preston, (128 on Roll)
1st May 1986 or sooner if possible.
HEADTEACHER - GROUP 3. (11020)

WEST GLAMORGAN

County Council

Education Department
PRIMARY HEADSHIP

Applications are invited from suitably qualified and experienced persons for the following posts, to commence as soon as possible.

Penllergaer Primary School, Penllergaer, Swansea SA4 1AY
(Mixed) (215 + Nursery on Roll) (Age Range 3-11).
A Headteacher is required for this Group 4 school.
(Post Ref: 1:46:85).

Ynysfach Community Primary School, Resolven, Neath
(Mixed) (188 + Nursery on Roll) (Age Range 3-11).
A Headteacher is required for this Group 5 school.
(Post Ref: 2:46:85).

Application forms and further particulars are available upon receipt of a large stamped addressed envelope from The Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.

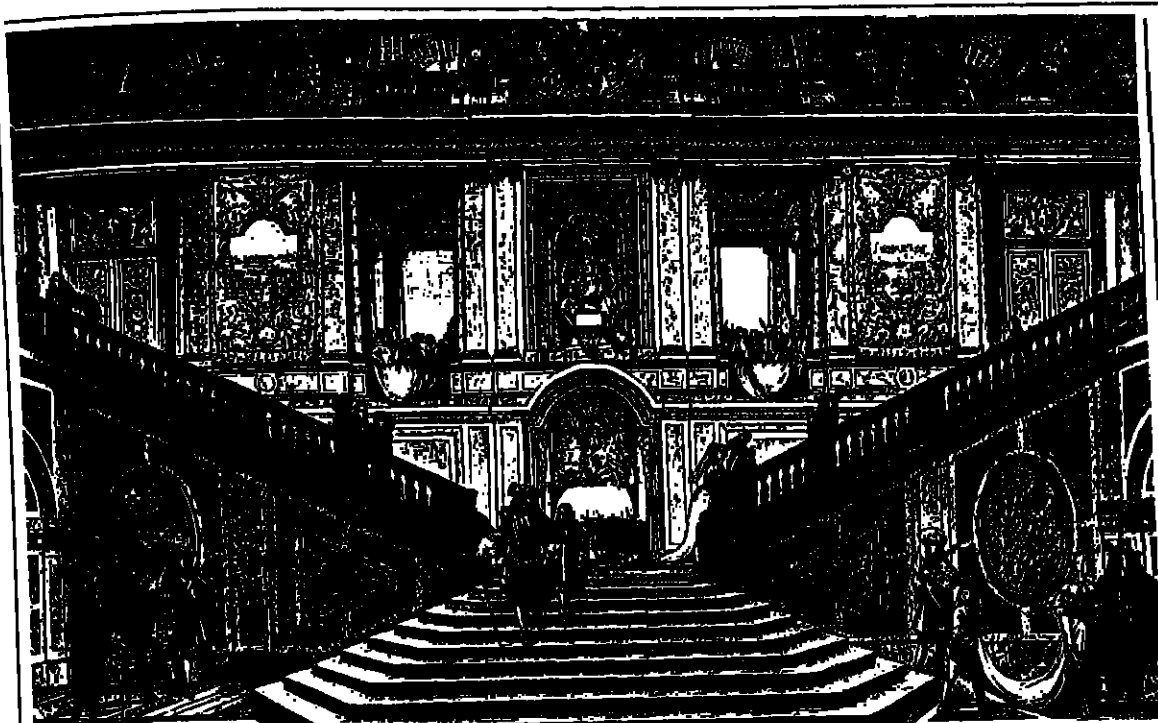
The CLOSING DATE for receipt of completed applications is THURSDAY, 12th December, 1985.

John Beale
Director of Education (11001)

EXTRA

HISTORY AND CLASSICS

Misplaced at Ticonderoga



The grand staircase at Versailles. See "Making up for lost time" Page 38

Unresolved issues

Jonathan Hughes considers the A level syllabuses

The reformed syllabuses of the "common core" A level are now upon us and, in some way or other, we have to wrestle with the problems of documents at this level. The proponents have argued that documents are the raw material of history and that students must learn to manipulate such materials, while the opponents have argued that such an exercise is spurious, that students' opinions are not formed through the study of documents, which are used merely to provide illustrations of opinions that are acquired in practice through study of secondary material. Indeed, the more genuine the document the more likely it is to be inaccessible, in terms of language or detail, to an average student who has not had prior access to it. However, the document enthusiasts have had their way and, for better or worse, some form of evidence based work is now to be found throughout the curriculum and it is, perhaps, appropriate that this should be reflected in the A level examination. There were, however, some issues that did not seem to be resolved in the common core deliberations, among which it might be appropriate to mention the following:

Claims, or the continuance, of one subject or another: as a business enterprise they will merely switch resources from the declining to the rising market - they are only really interested in totals. It is the framers of A level syllabuses who bear the heavy responsibility for the health, or even survival, of the subject at sixth form level, where history teachers see the subject contracting before their eyes. The universities also share the responsibility but, although they seem to have awoken to the problem, they do not seem to have drawn the conclusion that the issue must be resolved at school level: once the supply of potential undergraduates has dried up it will be too late.

Demands upon students
It should be borne in mind that, again, statistics are purported to show that 95 per cent of A level history students do not continue with the subject in any shape or form after leaving the sixth form. It is, thus, evident, that the A level syllabus may have succeeded in putting many students off the subject - at a time when it is manifestly popular among the public at large - and, equally, it is evident that syllabuses should be framed with the needs of the 95 per cent in mind. It is more important to bear in mind the expected level of achievement of the average 18-year-old rather than the more confined needs of the history departments of the universities. A recent examiners' report commented that the best students were producing work of second year undergraduate standard; whereas this may well be commendable, it should certainly not be the aim of standards. Grade awards should be made with the needs of the average candidate in mind. It is, in fact, well known among sixth formers that history is probably one of the more difficult subjects; thus, better students opt for it and, consequently, a

Numbers
The growth, or death, of an A level subject is, by definition, a numbers game. Statistics are reputed to show that, while history's social studies rivals are all increasing in examination uptake, history has a static number of entrants or, in examination terms, a declining share of an expanding market. The History at the Universities Defence Group has recognized this, conferences have been held, reports have been written, sixth-form teachers are increasingly worried, but nothing has really been done. In commercial terms, History is proving to be an increasingly unattractive product. The examination boards, as such, have no vested interest in the

Initials and initiatives: the new Advanced Supplementary examination	34
The H A and the history teacher	34
Victorian schooldays recreated in Wales	35
The case for keeping Classics alive	36
Three factors for reform: Latin at A level	37
Making up for lost time: using documentary history	38
Sequence and time-sense with 8-9-year-olds	39
Religion in the landscape: Book reviews	40

Jewish History Atlas (third edition). 0297 78642 3. First World War Atlas. 78643 1 American History Atlas (revised edition). 78641 5. By Martin Gilbert. Cartography by Arthur Banks and Terry Blackwell.
Weidenfeld and Nicolson £5.95 each. Atlas of the English Civil War. By Peter Newman. Croom Helm £12.95. 0 7099 1811 9.

Martin Gilbert has a bold and attractive way with maps, and these three reissues are very welcome. Two are rather sketchily updated; the latest *Jewish History Atlas* adds no less than four maps detailing hardships recently inflicted upon assorted Soviet subjects. Unchanged is the *First World War Atlas*, most enjoyable and worthwhile of the three. Its maps exude enthusiasm, embodying research, fresh insights, unexpected information: any one would trigger a lively, wide-ranging class discussion. A pity, though, that Norman Stone's work has not encouraged an updated, fairer view of Russia's war effort.

Weakest of the batch is the *American History Atlas*. For starters, it is misnamed, with one perfunctory glance at the Latin end of the continent and scarcely a mention of Canada. As an atlas of US history, it has many valuable maps and some disasters. A solitary map illustrates the War of Independence (nothing covers the origins of conflict, trade disputes, taxes and tea-parties). It is littered with little boxes of miscellaneous information, some of which is interesting and some important; but there is no attempt to show sequence of events, overall strategy or objectives, no highlighting of key episodes. One of these, the Declaration of Independence, lacks a

location; another, Burgoyne's surrender, is ludicrously misplaced at Ticonderoga. Mr Gilbert takes less care with Americans than with Jews or the World War; but even such sloppiness hardly spoils a good book.

Peter Newman's approach to mapping *The English Civil War* is very different. No fact-packed boxes clutter his maps; indeed, very little clutters them save lines, blobs and names, monotonous in style and density. He prefers his information on a facing page on compact narrative. If you would know which fight was when, and approximately where, this is indeed a comprehensive guide to the campaigns of a chaotic war. Absence of physiographic detail, uniformity of lettering, inadequacy of scale make the maps dull and difficult. It is not obvious from the Naseby map, for example, whether the parliamentary left was led by Ireton or by someone called Redhill. Astley's horse, facing him, should surely be infantry. When cities are not distinguished from villages or landscape features from commanders, one sighs for little boxes to supply variety, meaning and interest, for a smattering of stipple or a smidgen of cross-hatch.

The concentration on military activity also contrasts with the all-embracing Gilbert approach. There is no attempt to map the war's background, to suggest where wealth, commerce, landed estates, puritanism or reconnoyance lay thickest, or whence came those MFA who supported the Grand Remonstrance; nor tracing of each side's sources of men, money, ships, arms; nothing (at the other end of the scale) to explain tactics of battle and siege. Dr Newman opts for a narrower aim; regrettably, his maps lack the clarity for complete success.

Tom Corfe

CLASSICAL STUDIES 13-16

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... offers clear and simple translations from Classical authors, with plentiful photographs and diagrams.

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Pompey and Caesar

Inspection copies of Pupils' Books available from Lorna Williams at the address below

Cambridge University Press
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

EXTRA

Unresolved issues

continued

Volume of secondary material

The nub of the problem lies in the sheer amount of secondary material that is pouring from the presses with the sixth-form undergraduate market in view. The teacher is thus left with two dilemmas: how much (and what) reading to recommend to the students and how far are new views expected to be reflected in candidates' answers? In the absence of any clearly defined syllabus it is nearly impossible to answer these questions. Arguably, this is where the real interest of the subject lies at this (and, indeed, university) level. The manipulation of documentary sources can usually only be done in the light of earlier, and contemporary, secondary interpretations: there can be no Nuffield History.

It is, perhaps, most useful to explore this issue by means of an example: Parliament in the Tudor and early Stuart period. A generation ago students would have read the Elton and Neale and Nostein. They would probably have gained a picture of the steady growth of a Parliamentary opposition to the monarch which led ultimately to a civil war, interpreted at least in part in Christopher Hill's Marxist terms. Thus, there was one broadly accepted interpretation to be culled from a limited range of reading which was, nonetheless, substantial enough for the average student. Where are these days? There has been a scholarly demolition of the Neale/Nostein thesis by, among others, Elton and Conrad Russell, which is only just finding its way into the new textbooks that schools in any case, are unlikely to be able to afford in any quantity. Is Elton's original article, or Conrad Russell's book, a legiti-

mate piece of required reading on what is just one of many outline topics? If not, will candidates be penalized for just re-hashing the old Nealean view? If they are not, what is the point in all this new material anyway? Can one any longer have an outline overview of a couple of hundred years? Some textbooks are attempting to deal with the problem, but one (Barry Williams on the 1630s onwards) has received a hostile review in *History* (HA journal) and another (a most useful survey), Graves and Silcock, has been published under the Longman New Zealand imprint and does not seem to have been widely promoted here.

In all this scholarly confusion (over just one topic—as an example of what) is a humble A level candidate expected to know? What, for that matter, are busy teachers expected to know—bearing in mind that keeping abreast of scholarly developments is not an activity for which there is time during the term? What, for that mat-

ter, is required of question setters? Are they advised to avoid recent controversies; are they even required to be aware of them? Can A level Tudor and early Stuart parliamentary history still effectively be studied, and a good grade obtained, by a sound knowledge of Neale and Nostein alone? What of those schools that cannot afford sets of the recent books? Should we all now be acquainted with the recently published Macmillan volume (edited by Haigh) on Elizabeth I? Is the Longman A G R Smith volume going to be required reading? When shall we be required to have read the forthcoming Arnold volumes by Collinson and Hirst, expected within months? What, in short, are the reasonable requirements for A level Outlines papers? To these questions, as a humble soldier in the trenches, I, for one, should like an answer. At the very least I should like to know that the Generals are asking the same questions.

Are the syllabus framers alive to the problem of declining numbers? Are we making too great a demand on our (average) A level students? Is the day of the old-fashioned Outline paper over? Are, for that matter, the special subject reading lists unrealistic? Is there a danger that A level is going to be out of step with the GCSE, since the new examination de-emphasizes the role of the traditional essay? Should we be devising a new style of paper, utilizing the common core approach, that effectively combines Outlines and Special Subjects into a series of predetermined topics, within a given span of years, that will be varied every two or three years—in order to give our candidates a chance to digest the large amount of material to which they will be introduced without displaying their knowledge without relying on the present lottery element? I M Hughes is head of History at Ramslay High School, Farnham, Surrey.

Initials and initiatives

Ron Brooks examines proposals for the new Advanced Supplementary Examination

Alternative Ordinary level history is dead, or at least will be, with the advent of GCSE. Long live Advanced Supplementary level. The universities, perhaps overruled through living in an age of initials and initiatives, have decided the succession in favour of A/S level. It has long been recognized that A/O level, essentially a one year course, was merely keeping the throne warm until a more suitable successor for the broadening of sixth-form study could be found. Yet with A/S level examinations due to be introduced in 1989 we can, at present, but declare, like the child in the fable who voiced what everyone was thinking, but no one dared say, "But the king has no clothes."

Is there anything in the A/O history wardrobe that can be used to help clothe the new incumbent? At first sight the A/O garb would seem to be too much of an ill-fit to be of value to A/S history. A/O history was designed mainly as a one year course which could be followed by students in the lower sixth. Such students were not necessarily pursuing A level studies. The target group for A/S level, to use the jargon of the A/S level proposals put forward in May 1984 by the Secretaries of State for Education and Science, and Wales, is to be full time A-level students. They will normally be taking at least 2 A levels. The proposals stress the value of "cross-fertilizing" studies; that is, students specializing in science and maths would study subjects for two years covering roughly half the ground of the "corresponding

A level course." Arts students could similarly study science subjects. In order to maintain standards, but especially to overcome staffing and other resource problems, the proposals support the idea of some common teaching of A/S and A level groups. Such a concept is far removed from that of A/O level, which was typified by tailor-made courses often in subjects such as archaeology not covered elsewhere in the sixth-form curriculum.

Despite these obvious and striking differences there is, I think, much in the A/O experience which can be of value in devising A/S history syllabuses. Some examination boards such as the AEB offer a 20th-century history syllabus. The appeal of 20th-century history and its potential for relating to and broadening upon A level studies in a range of subjects should not be ignored. The model offered by the University of London's School Examinations Board has perhaps more to commend it as a basis of A/S history. It too has a 20th-century focus but offers a framework and a content which can perhaps be better adapted for A/S level. Unlike the AEB syllabus which follows strict geographical divisions it offers a choice of thematic areas. This emphasis firstly upon choice and secondly upon thematic areas—such as society and technology, women in society, the growth of popular culture and race relations and minority problems—offers a flexibility and relevance in the difficult task of establishing connections between A

level subjects, especially the sciences, and A/S syllabuses. The use of a modular structure in A level history could enable students following A/S courses to attend some A level classes. If assessment at A/S level also included a project on the lines of the JMB A/O model, or course work on the lines of the AEB, then students could use this to investigate the interconnections between A/S history and their A level arts or science subjects. A further refinement on this could be to offer candidates the choice of sitting a full examination paper or of replacing one question on such a paper with a project, on the lines of the present JMB A level practice.

The present ULSEB A/O model suggests a framework for A/S written examinations. The first part of its A/O syllabus covers many of the skills which are also covered in A level common core history; the second part has a more specific thematic content. Such a model would seem to fit in with the introduction of A level common core with the possibility of devising an initial A/S examination paper which tests such common core skills as the ability to evaluate and interpret source materials as historical evidence, to distinguish and assess different interpretations of past events and developments and to make effective use of relevant factual knowledge in the presentation of logical argument. This kind of approach would offer the opportunity of combining A and A/S level history classes, which is very much favoured in the DES proposals.



A second paper designed to examine thematic areas of overlap between A and A/S levels would also facilitate common teaching without having A/S level history students following in an inflexible manner half of the A level syllabus.

Such a scheme could possibly be adopted to meet the needs of the growing minority of non-A level sixth formers, a group which is largely ignored by the DES proposals. It is possible to make some provision for this group within the letter but not the spirit of the guidelines. When dealing with the target group the proposals allow that "entry to A/S level" would be open to others (non A level students) as well. When defining the content of A/S level syllabuses there is a recognition that an A/S level syllabus may not overlap with A level syllabuses, though this is expected to occur

Dr J R Brooks is lecturer at the School of Education, University College of North Wales, Bangor. He is chief examiner, A level history, for JMB, and chief examiner, A/O level history, for ULSEB.

Striving to serve

The Historical Association and the history teacher by Gordon Batho

Traditionally, the Historical Association has been characterized by its function of bringing together everyone interested and involved in the study and teaching of history, whether as professionals or as lay people. Regrettably, the result has been that the Association has been neither fully accepted nor fully understood. University dons have not always viewed it as having academic respectability; schoolteachers have not regarded it as sufficiently cohesive to represent their interests; and the fact that meetings at branch and national level often take place in university buildings.

Over the last few years, the Association has striven hard to serve all these interests and to be seen to be serving them imaginatively. It has added a lively magazine of general interest with a special emphasis on visual history, *The Historian*, to its long-established academic journal, *History*, and to the only national magazine for history teachers, *Teaching History*. It has published a series of important pamphlets specifically aimed at teachers of history in the primary school, notably *Teaching History to Younger Children* by Ann Low-Beer of Bristol School of Education and Mrs Joan Blyth of Liverpool, and *Teaching History* by Mrs E. J. Cowie.

of King's College, London, has revised her pamphlet on "History for the Slow Learner". Miss V Little and Mr T John are about to publish a useful discussion of "Children's Historical Fiction". The Association has collaborated with the Centre for World Development Education to produce another pamphlet on "History with a Sense of Purpose: The History Teacher and Development Education".

The changes which are imminent in examining history at 16 and 18 are naturally the source of much concern among teachers. The Association held discussions across the United Kingdom about the national criteria for examining history and is working closely with the Secondary Examinations Council and the examining boards. Dr John Pines of West Sussex Institute of Higher Education has produced two important pamphlets for the Association's Teaching of History Series, "A Survey of A level History" and "Source-based Questions at A level". A new series of titles for A level candidates has just been launched through Messrs Blackwell, *Historical Association Studies*, edited by Professor D Read (the Association's current president) and Dr E Ives.

It is important that a subject association should provide, for local, regional as well as for national develop-

ments. Lately, the Association has contributed specifically to the teaching of history in Wales, Scotland and Ireland. In 1983 it published Hugh Thomas's pamphlet, "The Teaching of Welsh History in the Secondary Schools of Wales". A bibliography on Scottish history by Professor Duncan of Glasgow is shortly going to the press. A recent number of *Teaching History* included an article on "Education in Scotland and Irish history".

Some branches—in an outstanding example is Bristol—publish local history pamphlets and the north-east of England has an experimental journal on teaching local history, *Teaching about the North*. Most branches organize sixth-form conferences and arrange outings for members to places of historical interest.

A subject association must keep abreast of developments in techniques and approach. The microcomputer, for example, has opened up new possibilities available to students and teachers of history. In 1984 the Association mounted a major conference, organized by Mr Keith Randall of Croydon I.C., on "History and Microcomputers" at Westfield College and subsequently produced a valuable pamphlet on "The Use of the Computer in History Teaching". The Association has also involved its urban

tal booklet edited by Dr J Wilkes for the Microelectronics Education Programme, "Exploring History with Microcomputers", and has just received a grant to disseminate information about computing and history from the DES.

The History at the Universities' Defence Group, formed in response to the recent threats to arts subjects in tertiary education, is now directly connected with the Historical Association. The series of HUDG conferences held up and down the country has done much to alert both teachers in schools and potential employers of history graduates to the dangers facing the subject—and the result has been that dangers have lessened. HUDG, as a result of a meeting at the House of Lords in the summer, attended by History dons and members of both Houses of Parliament with a special expertise and interest in history, has now formed a History Watchdog Committee to act as a further pressure group for the subject. The Association last month sent a small delegation to a meeting with the Secretary of State for Education at which concern was expressed for the future of the subject in school and a sympathetic reception was given the Association's representatives. Again, the Association has just published a relevant pamphlet on "History at the University", written in a characteristically urbane manner by Professor J. Cannon, Pro-Vice-Chancellor of Newcastle.

Perhaps the Association's greatest contribution to history teaching is the holding of conferences at national, regional and local levels. Its system of

honorary area advisers, teachers and retired teachers appointed to represent the interests of history teachers and to provide facilities for them, seeks to ensure that there is a constant interaction between history teachers, I.C.s and their subject association. Refresher courses for teachers are arranged nationally and regionally, for example, the increasingly popular Revision Course and Vacation School held in a different centre each July for ten days and the Durham two-day Refresher Course held every July. The annual Education Conference, formerly a one-day event, is now a three-day occasion. This year it takes place at the London Institute of Education from 2-4 January 1986 and the theme is "History for Today and Tomorrow". In addition to a major exhibition and to an exciting series of publishers' presentations, there are talks on "The Historian's Task" (Dr Michael Brock); "The Present Position and Future Prospects of History" (Dr John Fines); "What History should we teach?" (Dr Peter Burke); "Historical Relevance" (Mr John Slater HMD) as well as a special lecture on "The Bayeux Tapestry" by Professor Henry Low, valid, and a reception at the National Portrait Gallery. Full details of this and the other activities are available from the Association at 59A Kensington Park Road, London SE11 4TH (01 733 3901).

Professor Gordon Batho of the University of Durham School of Education is Chairman of the Educational Services Committee and Editor of the *Teaching of History* Series of the Historical Association.

Reactions

Radicalism in the English Revolution 1640-60. By S D Dow. 0 631 13943 5. British Radicalism and the French Revolution 1780-1815. By H T Dickinson. 13945 1. Politics in the Reign of Charles II. By K H D Haley. 13928 1. Blamark. By Bruce Waller. 13962 1. Decolonization. By M E Chamberlain. 13935 4. Occupied France. By H R Kedward. 13927 3. Basil Blackwell £2.95 cnet.

These Historical Association Studies have the paramount virtue where students are concerned of all being under 100 pages. Better still, they are not the sort of book you have to read with a dictionary in your other hand.

Radicalism in the English Revolution argues against revisionists who have played down early 17th-century social change, and suggested that not much was radical, let alone revolutionary, about the so-called English Revolution. S D Dow thinks that it was—not least the upheaval in political thought which enabled a nation schooled in Divine Right to come to terms with executing its king, all part of a dramatic change in concept of authority and perceptions of liberty. It was contemporaries after all, not historians, who thought their world had been turned upside down.

Moving straight on to H T Dickinson's account of British Radicalism at the time of the French Revolution makes the parallels with Levellerism, so effectively silenced that some have discounted its influence, seem inescapable. These later radicals were just as concerned as the Levellers about equality and consent as the basis of government, though just as ready to make exceptions for women and the poor. And just as the Levellers hastened to dissociate themselves from Digger communism, so the Sheffield Society for Constitutional Information insisted they were not speaking "of that visionary equality of property... which would desolate the world."

The forces of reaction don't change either; these radicals were effectively zapped by a massive propaganda exercise, misrepresenting their aims, and presenting their ideals as a threat to anyone who had anything to value.

Politics in the Reign of Charles II focuses on a period when conservative reaction had triumphed. The political crisis may have rocked the political nation, but it never threatened the political establishment, and every man, apart from the odd hysterical scrow on the Popish Plot, was lying low. K H D Haley underplays the bid for absolutism which recent writers have identified in Charles II's reign and gives an interesting account of the developments in patronage and organization which were to grow into the 18th-century party system.

Blamark has to be put down as a conservative too, though historians have presented him as an equivocal "radical" because of his revolutionary "white revolution". Bruce Waller suggests that the ambiguity arises because Blamark was a conservative in the service of change, forging a new state, helping it cope with the fast pace of economic growth, and where necessary, though surely not by choice, yielding a little to the more progressive forces of liberalism and democracy.

Part of Blamark's economic policy led to the shortest-lived of European overseas empires. Decolonization describes the fall of all of them by 1914. With Angolan independence came the last European maritime empire came to an end after nearly 500 years. It was all a massive and largely discredited episode, and M E Chamberlain points out that the new 20th-century economic imperialism of the big multinationals is probably even more exploitative and less restrained than the formal political control of the old empire.

The other 20th-century study here, *Occupied France*, is a fascinating account of French reaction to defeat and occupation between 1940 and 1944. Attitudes and ideas were all in disarray; the adulterated Pétain had agreed to collaborate, though his admirers could not believe he wasn't secretly plotting to resist; the Communists had been left with no position at all by Stalin's pact with Hitler; the insensitive British handling of the scuttling of the French fleet then present at getting into German hands had led to doubts about British intentions towards France. It was a divisive period, and though strong alignments slowly reformed, recriminations lasted well into the post-war years.

Jessica Saraga

Earning history through drama is one of the many activities available to schools in the open-air Welsh Folk Museum at St Fagans, near Cardiff. Since the museum's inauguration, almost 30,000 pupils from Wales and beyond have had first-hand experience of Victorian schooldays.

The drama input is the brainchild of the museum's education officer, Walter Jones, who is seeking to bring 400 years of Welsh rural history to life. The Folk Museum is an ideal setting for drama. The schools' project began last year when the museum received a 15-year-old school building from Dyfed County Council. This was carefully dismantled from its original location near Lampeter and re-built, stone by stone, at St Fagans. It is now the location where pupils act out the school life of its heyday—the 1870s.

Clothed in the costume of a Victorian master complete with tail coat, bowler hat and cane, Walter Jones introduces himself to today's primary school children. Before joining in the play the pupils are given appropriate costumes (white pinafores for the girls, cloth caps, white collars and waistcoats for the boys). From then on until they leave the museum they are Victorian children. Accompanying class teachers are also encouraged to participate in the fantasy. Cast in the role of pupil teachers, they are dressed authentically in sober black.

I joined pupils from Magor Primary School, Gwent, who recently took part in a drama session. As soon as they were dressed in Victorian garb they noted the harsh discipline meted out 100 years ago. "Stand in straight lines", barked Walter Jones, and an obedient chorus of "Yes, Master" set the tone for the morning. The children were expected to behave like Victorian pupils.

From the dressing room, the 30 seven to eight-year-olds walked dutifully to school past the 400-year-old thatched cottages and farms dotted across the museum's 100 acre site. As they neared the school the bell rang, at which point the pupils marched into the yard for drill. A far cry from today's PE lessons, the children stood formally in line raising their arms only when instructed to do so. This was followed by a hand inspection and Master's firm reminder that "Cleanliness is next to Godliness."

The children then marched into school to be confronted by a 19th-century scenario recreated according to the school's log book specifications. Pupils sat on benches behind old fashioned double desks, while the walls were decorated with pictures of Queen Victoria and a copy of the 1870

EXTRA



No Welsh please!

Iola Smith on Victorian schooldays—St Fagans' style

regulations for schools. A modulator, an abacus and a map complete with pre-reorganization county names added to the authenticity.

As the children sat down, the pupil teacher (Miss Davies, class teacher at Magor Primary) filled the ink wells. Youngsters brought up in the biro age were fascinated by this procedure. Three monitors were then chosen to distribute paper, blotters and loose-ribbed wooden pens ready for the morning's writing lesson. Self-expression wasn't in vogue 100 years ago, so pupils spent the next few minutes copying the Victorianesque sentence, "A child should always say what's true and speak when he is spoken to." The silence rule was faithfully obeyed throughout. Not only was good handwriting essential, any deviation from the norm—such as using the left hand—was a punishable offence, as an unfortunate letter amongst the Magor boys learned.

After writing, the pupils switched to reading where they sampled the kind of material inflicted upon their great-grandparents. Copies of *The Elementary School Reader* of 1877 were distributed and pieces which, according to the Preface, "have been composed to excite healthy moral impulse" were read aloud.

Victorian teachers would have gawped at today's audio-visual

teaching aids. Their only gadget was a wooden clicker, to be pointed omnisciently at the young victim selected to read a passage. If an error was made two clicks were sounded, a sign that the sentence had to be read again, this time correctly.

During the reading lesson, the "Master" thought he overheard two boys whispering in Welsh. Ordered to the front, they were forced to wear the "Welsh Noi", a placard stating that they'd been caught speaking the forbidden tongue. Caring was the traditional punishment for this offence, but Walter Jones let them off with a warning.

The children heard contemporary stories. One was about Wales' largest and most prosperous town, Merthyr Tydfil, while the second discussed Queen Victoria and the Royal Family. These were followed by a general knowledge quiz, during which the children realized that "Master" also had a box—the dreaded school inspector. To fool the inspector into believing that "Master" was a good teacher, pupils were instructed during quiz time to raise their right hand if they knew the answer, the left if they did not. "Master", obviously, wasn't so hot on the Victorian morality he taught!

Next came a Maths class—a chance to chant tables before being ques-

tioned on figures, and the session ended with a singing lesson. Scales were sung from the modulator, an exercise which many of the pupils found confusing. But what amazed the children most was that their great-grandparents were forbidden to ask questions in class.

There was no doubt, however, that the pupils enjoyed their morning at Victorian children. Their first-hand experience was far more realistic than any textbook version would have been. Completing the school session didn't mean an end to the fantasy, though. "Master", by now transformed into his genial 1985 personality, brought a boxful of Victorian toys for the children to play with. Hand-made by the museum's craftsmen, they included iron hoops and hoops, wooden balls and the Magor children's favourite game, throwing a top.

During the afternoon, schools are free to explore the museum's other exhibits from the museum's other free to explore cottages to an Elizabethan mansion, and visit the craftsmen at work. Traditional rural skills such as wood turning, spinning, coopering and blacksmithing are still practised at St Fagans.

If they wish, however, pupils can continue with the play format and re-enact the 18th-century Welsh Methodist revival in the museum's chapel. Welsh medium schools also use theatre to explore the history of the language and its influence on rural culture.

Throughout, Walter Jones' objective is to give pupils the experience of living history while simultaneously learning how to use a museum by accurate observation. The play format is usually only undertaken with primary school pupils. Secondary schools are given talks and demonstrations while participating in traditional activities. Making soup in a cauldron ready to be cooked over an open fire in a 300-year-old cottage, for example, is a useful way of learning about housewives' daily problems.

Such realism is also encouraged when pupils learn the history of the Welsh fishing industry. Manoeuvring a coracle on the museum's lake gives an insight into some of the skills required.

Pupils aren't the only ones to take advantage of the museum's facilities. Teachers regularly attend two-day conferences, and Walter Jones is currently training teachers in drama method so that they can perform the "Master" role next time.

Schools wishing to take part in the Victorian schooldays drama can do so by contacting Walter Jones at the Welsh Folk Museum, St Fagans, near Cardiff. The telephone number is 0222 889441.

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An English soldier playing with French children on the beach. From *Growing up in the First World War* by Robert Hughes (Basil Blackwell £7.50)

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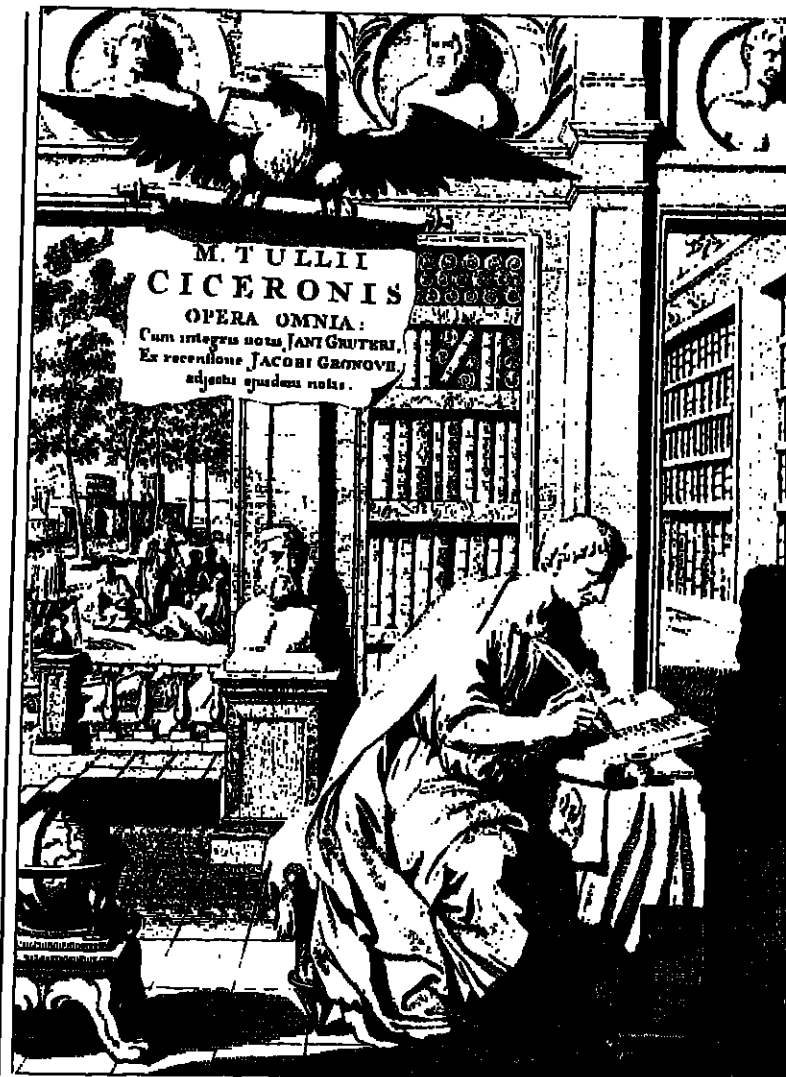
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No stomach for the fight?

A case for keeping classics teaching alive made by **Keith McCulloch**

"I want to see you make a real life for yourself by your own efforts. To see you behave like a man, not sit around, dependent on someone else's money, amusing yourself with Latin and Greek. Latin and Greek" — she mouthed the words grotesquely — "what use could they ever be to anyone?"

Such is the verdict of Fielding Gray's mother in the fourth novel in Simon Raven's *Aims for Oblivion* sequence. The dramatic date is 1945, but Mrs Gray's rhetorical question continues to be posed today, and has never been put more forcefully than it was by the Radicals who were determined to reform England's great public schools in the 1860s.

Those who resented the exclusivity of the public schools could quite reasonably argue that the kind of education which had once been the privilege of the rich ought to be available to all who could benefit from it (on the assumption that, since the rich could have anything, what they chose to have must be the best); and this seems to have been the *raison d'être* of the curriculum (not to mention many other features) of the grammar and direct grant schools.

It was and is possible, however, to go further, and to say not only that a traditional classical education is useless (or even deleterious), but that it was on offer in the public schools precisely because it was so obviously ornamental rather than useful. ("Must a gentleman then know Latin and Greek?" "No, just as (the argument goes) a gentleman would a top hat (for example) because it was impossible to do any useful work while wearing one, so he cultivated skills, like Latin and Greek verse composition, which could be of no possible practical use precisely in order to prove to the world that he would never have to work for a living.

In sober truth this is little more than a debating point of exactly the kind which a traditional classical education ought to equip one to deal with; and in fact the conservatives in the debate of the 1860s succeeded in making out a very good case indeed against all opposition. There seems to be no good reason why we should not all agree

now with every sentence of the brief paragraph in which William Johnson Cory (the Eton master who is said to have been the finest English composer of Horatian odes) distils his views on education (quoted on pp 217-18 of the first volume of the paperback edition of *The Lyttelton-Hart-Davis Letters*): "At school you are engaged not so much in acquiring knowledge as in making mental efforts under criticism. A certain amount of knowledge you can indeed with average faculties acquire so as to retain; nor need you regret the hours you spent on much that is forgotten, for the shadows of lost knowledge at least protect you from many illusions. But you go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice a new intellectual position, for the art of entering into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the art of working out what is possible in a given time, for taste, for discrimination, for mental courage and for mental sobriety."

The situation today could not be more different. Classicists have no stomach for the fight. They seem almost ashamed to use their superb dialectical skills against opponents who may be inarticulate, but who have liberal sentiment on their side. Where they ought to be defending the teaching of Latin and Greek as of unique value in fostering habits of concentration and logical thought (habits as necessary today as they have ever been) they are on the one hand developing methods of teaching these languages the only supposed merit of which is that they do not require concentration and logical thought, and on the other making unsubstantiated claims for the value of studying Greek and Roman culture and society without the languages.

"Traditional classics teaching does, of course, still go on, and may even be said to have made something of a comeback in recent years. Parents are beginning to see the availability of (at

least) Latin as the mark of a school with a serious approach to education. Consider for example an advertisement in *The Listener* of 24th October, in which we learn that St James' Independent School, where "the curriculum emphasises classical languages" has grown rapidly since its foundation in 1975.

One has to accept, of course, that there is no going back to the Golden Age recalled in Michael Longson's charming, if rather slight and low-key, memoir of his education at The Less, Eton and Trinity, Oxford in *A Classical Youth* (Blond, £12.95, 0 85634 196 7). Few of his teachers seem to have been inspiring or even competent (the Dean of Trinity, T.H. Higham, was an exception, but even he gave Longson an unnecessarily lukewarm testimonial when he left Oxford with a disappointing Third). However, Longson did manage somehow to learn to compose pretty Latin and Greek verses, some of which are collected in this volume, and to love cricket.

It is hard to imagine a *Classical Youth* making its publisher much of a profit, but then if some of those who study classics did not fall passionately in love with their subject for life the subject would have died in this country long ago, and we are fortunate that some of our publishers have been smitten. One has only to think of the magnificent *Classical Life and Letters* series which owes its existence to Colin Haycraft's enthusiasm for the subject, and to which Elizabeth Rawson's *Intellectual Life in the Late Roman Republic* (Duckworth, £35, 0 7156 1968 3), which brings together all that can be known about the dissemination of technical knowledge (in the *artes liberales* and in other areas) in Rome in the time of Cicero, is a worthy addition.

But if Elizabeth Rawson has really done no more than heap up a mass of data, then perhaps she is liable to the serious criticism which is developed in a sequence of essays in Sir Moses Finley's *Ancient History: Evidence and Models* (Chatto and Windus, £12.95, 0 7011 3003 2), namely that she has merely "told all she knows". Like Voltaire, she thinks that the "thing" will "speak for themselves", and she ignores Droysen's dictum: "Historians must know what they wish to seek; only then will they find something. One must question things correctly, then they give an answer." This is Sir Moses' most powerful, persuasive and sustained argument for scepticism in ancient historiography yet, and will upset those who like to think that whereas it may be difficult to learn Greek or Latin it is easy to formulate true generalizations about ancient culture and society. How many untruths, for example, have been spoken about Athenian democracy in the classrooms and lecture-theatres of England in the name of education? Let us hope that their number will be reduced now that Sir Moses Finley's brilliant lectures on *Democracy Ancient and Modern* (The Hogarth Press, £4.95, 0 7012 0663 2) have been reissued, with additional material, in paperback.

If one is listing the philanthropic publishers whose selfless labours have helped keep classics alive, one cannot fail to mention John Batts of the Bristol Classical Press, the first volumes of whose new *Classical Studies* series (commentaries on the Penguin translation of Thucydides, Book I to Book II, Chapter 65 by Thomas Wiedemann (BCP, £3.45, 0 86292 170 8) and on the Aeneid by R.D. Williams (BCP, £3.95, 0 86292 044 2)) are now available.

Penguin continues to add to its justly famous library of translations from the Classics. The latest volume is another from W.G. Shepherd, who has already given us the *Odes and Epodes of Horace*. His *Propertius* (Penguin, £3.95, 0 14 044464 5) has an introduction by the late Betty Radice which is nearly as valuable as Shepherd's accurate versions themselves. One could say much the same about Peter Whigham's selection from Martial: *Letter to Juvenal* (Arnold Press Poetry, £8.95, 0 85646 141 5, and £4.95, 0 85646 141 5), and with the bonus of the selected *epigrammata* in Latin at the back, but almost overshadowed by an excellent, scholarly introduction by J.P. Sullivan.

About Peter Levi's *Pelican History of Greek Literature* (Penguin, £4.95, 0 14 022392 4) the reviewers have mostly been wrong; where it is good it is very good, and where it is not it is just mediocre.

Keith A. McCulloch teaches classics at University College School, London.

This four page newsletter has been inserted at the expense of the School Mathematics Project and Cambridge University Press to keep teachers and others involved in mathematics education abreast of the Project's activities.

29th November 1985 No. 23

smp news

In this issue: Examinations at 16+; The National Mathematics Competition; SMP 11-16 and the GCSE

Examinations at 16+

John Hersee explains a new SMP initiative

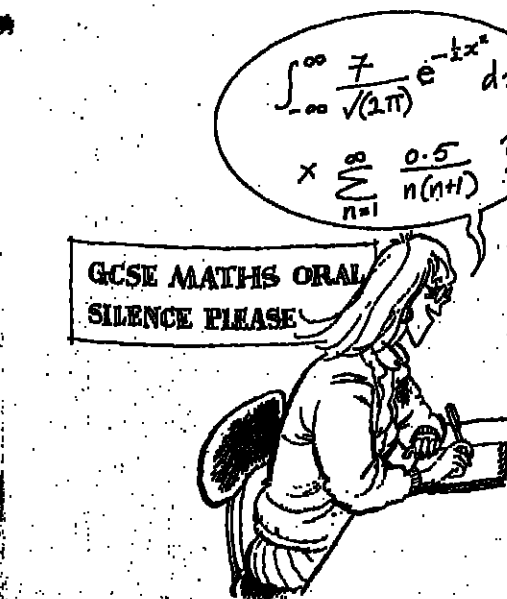
A number of GCSE Examining Groups are working on schemes of assessment which they hope will be suitable for pupils from schools using the SMP 'lettered' and 'numbered' series of books. One of these schemes, being developed by the Midlands Examining Group (MEG) builds on the experience of the joint SMP O-level/CSE scheme which the group has been running for some time. The Papers set in the June 1985 examination for this scheme are a good reflection of SMP aims; copies of these Papers and the Syllabus for 1985 and 1987 examinations can be obtained from the West Midlands Examination Board, Norfolk House, Smallbrook Queensway, Birmingham B5 4NJ.

Coursework

To become a complete GCSE scheme the MEG scheme, and any other, must not only satisfy the National Criteria for Mathematics but also include, from 1991, a coursework component. An SMP working party is developing a proposal for a coursework component to accompany timed, written papers. The present draft proposals for a coursework component include three sections, and these together would account for some 38% of the total marks available, the other 62% being for the timed, written papers. (This proposal may need modification in the light of the Grade Criteria.) In outline, the different sections will be assessed as follows:

Oral (5% of total marks)

This will be a one-to-one interview, probably with a teacher who does not teach the pupil, but in the same school, in which the pupil is to talk about mathematics. Some questions asked will be where the oral mode is the natural one to use (eg. giving directions from a map); in others the oral mode is a device to ensure that the intended method is used (eg. estimation of a length without illegal measurement).



Mental Mathematics (5% of total marks)

This will be an orally administered test, given to a class or group together, with limited time allowed for each question to be answered. Pupils will make their responses in written form on prepared Answer Sheets.

Extended Pieces of Work (28% of total marks)

Pupils will choose their best 4 items from at least 6 they have done, normally during the last two years of the course. Between them these must cover:
● *Investigational*
● *Applied*
● *Practical*
and numerical and spatial work. (These are not, of course, mutually exclusive.) The Extended Pieces of Work will be marked against a set of criteria; if possible the same 'headings' will be used at all levels. *Investigational* implies an element of open-endedness: when pupils begin they have no known algorithm for the problem (although there may be one). *Applied* probably involves information-gathering, but will always be presented in the form of a question to be answered, or a decision to be made, or extracting information from data. *Practical* involves the use of apparatus: drawing instruments, counters, cubes, squared paper, etc. Each extended piece of work is expected to occupy approximately 2 weeks of classroom time plus associated homework.

School Based Assessment

All Coursework will be marked in the pupil's school, by his teacher (except where the Oral is conducted by another teacher). Moderation procedures must be established and schools should have the right to ask for advice and support from a moderator — who might be a teacher in another school.

A Pilot Scheme

With the support of MEG it is proposed to offer this coursework component as part of the assessment to a group of pilot schools from 1988. Schools which take part in this experiment will be involved in the development of the details of the scheme. A first meeting of teachers from pilot schools will be held in January 1986. It must be emphasised that this will be an *operational experiment*. The grades awarded to the candidates will be based on both the coursework and the timed written papers, as is often done with the oral component of modern language examinations.

The Syllabus

The Syllabus for the examination will be based on the MEG SMP syllabus and the scheme with the coursework component will be examined by the Midland Examining Group. To make the position clear, in 1988 MEG will offer:

- an SMP examination, consisting of *timed, written papers*; this will be a 'four in line' scheme, building on the successful O-level/CSE scheme at present in operation;
- the scheme consisting of *timed written papers and a coursework component*, available only to the pilot schools. For this scheme also, there will be four 'in-line' timed written papers (although these will account for only 62% of the marks).

The Northern Examining Group are being kept informed of the progress of this development. NEA has set up its own group to consider the provision of an SMP/GCSE, but in this case there is, as yet, no operational O-level/CSE scheme available. Schools not involved in the coursework experiment as pilot schools will be kept informed of progress and developments so that, in due course, and certainly by 1991 it will be possible for schools to adopt the scheme with coursework included. It is important to repeat that these developments are for schools using the 'traditional' SMP texts; separate arrangements are being made for schools using the SMP 11-16 course for GCSE (see STOP PRESS on this page), while the SMP *Graduated Assessment in Mathematics* is available to schools who wish to adopt this kind of assessment with their less-able pupils.

If you wish to become a pilot school for the coursework scheme, please write to me at the SMP office. Schools in any part of the country may enter for this experiment; it is not confined to schools in the MEG 'territory'.

Details of the SMP *Graduated Assessment in Mathematics* may be obtained from the Oxford and Cambridge Board (address on back page).

SMP Response to DES HMI Document 'Mathematics from 5 to 16'

The SMP welcomes the general spirit and the recommendations of 'Mathematics from 5 to 16'.

There are a few points of detail which might be questioned, notably, perhaps, some of the objectives listed in Appendix 1; it seems unfortunate, too, that the more difficult objectives towards the end of the list have not been exemplified/detailed for the two ages. But the support given to the Cockcroft Report, and the aims and objectives listed, match well the aims which the SMP is pursuing in its own work.

Need for resources

However, perhaps because it is directed at a very wide readership, the document is written at such a level of generality that it would be difficult to identify major points of disagreement! One consequence of this general, almost superficial, approach is that the document gives schools little in the way of detailed guidance and support for what they are being asked to do. The main point we would wish to make follows from what we have just written.

The tasks facing teachers of mathematics and their schools are substantial and long-term; the goals set cannot be achieved quickly. Continuing progress and development over many years are required. The exhortations in the document are good; their implementation will require substantial extra resources, both financial and human.

It is to be hoped that the human and financial resources required to carry forward the ideas of 'Mathematics from 5 to 16' will be forthcoming. Without these resources the result of this document and the Cockcroft Report will be frustration and disappointment, rather than the major advances for which both documents press.

STOP PRESS

SMP 11-16 and the GCSE

There will be a GCSE examination specifically based on the new SMP 11-16 course, but it has not yet been finally decided how the examination is to be administered.

The arrangements for examinations based on national curriculum projects have not yet been decided by the Joint Council for GCSE, and in order that there should be no delay in the preparations for the 1988 examination, it has been agreed that a GCSE syllabus based on the SMP 11-16 materials should be submitted to the Secondary Examinations Council for approval, pending a decision as to the arrangements for administering the examination.

Whether administered as a National Project examination or not, the SMP 11-16 GCSE examination will be open to entry from schools in any part of the country.

SMP New Books 1 and 2

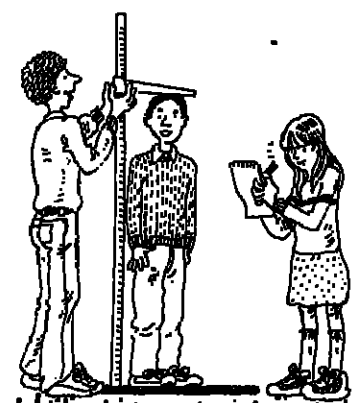
Teachers have welcomed SMP New Books 3, 4, 5. Besides the style of presentation of the mathematics – improved on the basis of the authors' teaching experience – features such as the wealth of examples, the use of the calculator and the new topics included have produced a series of books which meet the needs of more able pupils today.

Different backgrounds

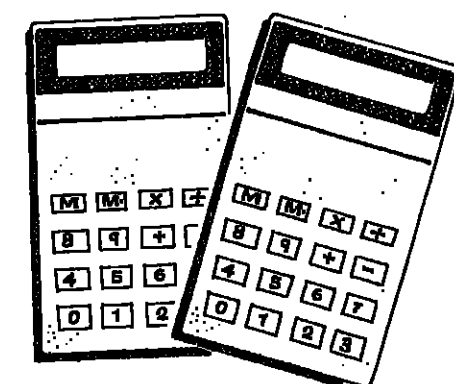
The secondary school course must build on and strengthen the pupil's earlier knowledge. But it must do so in ways which are not too different from those with which the pupil is familiar. Any new book must also take account of the diversity of knowledge in a class of children who come from different school backgrounds.

A basic course

Schools which receive their pupils at age 11 now need books to provide a basic course for the first two years, building on primary school work and leading into SMP New Book 3. While SMP Books 1 and 2 contain much interesting material, they are clearly out of date in many respects. The work done in primary schools has undergone great changes in recent years; the Cockcroft recommendations have led to further developments, including the use of calculators.

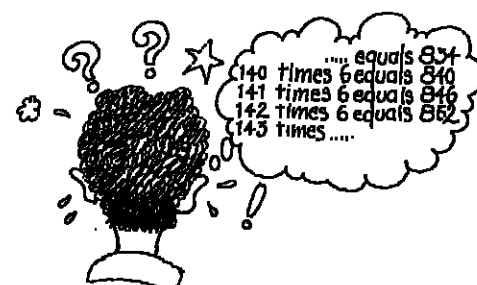


The authors of SMP New Books 1 and 2 have tried to meet these requirements in a number of ways. New Book 1 part 1 includes a number of chapters where the work covered reaches back into the primary school curriculum. Thus there should be sufficient elementary material to enable all pupils to move forward from their past achievements. The pace of development in this first book is not hurried, so that confidence can be built up. Whenever possible the chapters encourage an active approach, with practical and investigatory work by the pupil. Naturally work with decimals is included, but so is work on fractional flow charts are used extensively, especially in developing number work with the calculator and in elementary algebra. The approach to geometrical ideas and transformations is through drawing and practical work.

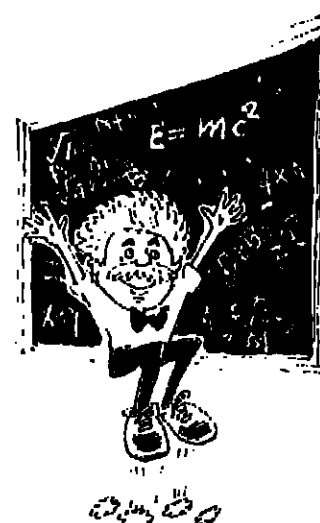


Use of calculators

From the outset the sensible use of the calculator is encouraged. 'Sensible use' means not only that pupils should learn how to use their machines correctly and efficiently, but also that the necessary supporting knowledge and skills should be developed too. The books include 'Quickies' – short mental mathematics tests – at regular intervals. One function of these tests is to practise and 'keep alive' simple arithmetical skills, and ideas of approximation and estimation which are essential for good calculator use. In addition, other aspects of mathematics, including geometrical and algebraic ideas, are included in the Quickies.



Other items are regular Revision Exercises and sections called 'Try this'. The latter are topics for the pupil to investigate, which provide opportunities for able pupils to extend their knowledge. These sections begin in a structured way, but lead into more open-ended work. They will lay a foundation for and lead into the coursework tasks which will form part of the GCSE.



SMP New Book 1 part 1 will be published in May, 1988 and the other three volumes will follow so that pupils beginning on the course with New Book 1 in September, 1988 will be ready to move on to SMP New Book 3 in September 1988.

Inspection copies are available from Cambridge University Press (address on back page)

The National Mathematics Competition (NMC)

This will take place on Tuesday 25th February 1988. Pupils who gain high enough scores in this competition qualify for entry to the British Mathematical Olympiad. These two competitions are the first stages in the selection of the

British team to the International Mathematical Olympiad which will be held in Finland in 1988, but the standard of the NMC is not high: any good sixth-former (and many younger pupils) can do well in it.

The NMC uses the American High School Paper, which is a multi-choice paper over 1½ hours of 30 questions of increasing difficulty, based chiefly on material from school algebra, simple plane coordinate geometry and trigonometry, but excluding the calculus. The questions test mathematical 'wits' rather than a knowledge of standard bookwork and techniques. Most entrants tend to be sixth formers, but promising fourth and fifth form pupils may be encouraged to enter.

Entry to NMC. Details of how to enter for the NMC and copies of past papers (20p each) are available from the Mathematical Association, 259 London Road, Leicester LE2 3BE.

Here are a few sample questions:

Find the largest value of $\frac{1}{x}$ for pairs of real numbers (x, y) which satisfy $(x - 3)^2 + (y - 3)^2 = 6$.
(A) $3 + 2\sqrt{2}$ (B) $2 + \sqrt{3}$ (C) $3\sqrt{3}$ (D) 6 (E) $6 + 2\sqrt{3}$

If $\sin 2x \sin 3x = \cos 2x \cos 3x$, then one value for x is
(A) 18° (B) 30° (C) 36° (D) 45° (E) 60°

The total area of all the faces of a rectangular solid is 22 cm^2 , and the total length of all its edges is 24 cm . Then the length in cm of any one of its internal diagonals is
(A) $\sqrt{11}$ (B) $\sqrt{12}$ (C) $\sqrt{13}$ (D) $\sqrt{14}$ (E) not uniquely determined

Brief mentions...

SMP:CEE

The number of candidates for this examination continues to rise each year. The Board has now stated that SMP:CEE Mathematics will continue to be available so long as there is a demand for it. In any case, the examination will be offered in 1988 and 1987. The examination is linked with the SMP Topic Mathematics series of texts. It is proposed that a meeting of schools involved and examiners should be held to discuss possible developments of the course and the examination.

SMP Additional Mathematics

The Revised Additional Mathematics textbook was published earlier this year. It is a single volume rather than the two parts of the original version. A circular letter about Additional Mathematics and AS-level was sent to schools in September, inviting them to comment on their use of the Additional Mathematics examination and their potential interest in AS-level Mathematics. When responses have been analysed it will be possible to plan future developments.

SMP A-level

Schools entering candidates for SMP A-level received, with the Awarders' Report, a statement about two initiatives. A new edition of SMP Revised Advanced Mathematics texts is being considered to bring them up to date, including, for example, more use of the calculator. In addition, a careful and thorough consideration of A-level in the future is to be carried out, bearing in mind the computer and the calculator, and it is hoped that this will lay the basis for A-level Mathematics in the 1990s. If you are interested in either of these initiatives and did not receive a copy of the statement, please write to the SMP office.

Books of past questions

Books of SMP O- and A-level examinations have been assembled by Codsall High School, for revision purposes. Copies may be purchased and, if you are interested, write to The Head of Mathematics, Codsall High School, Elliott Lane, Codsall, Wolverhampton, Staffs, WV8 1PG.

SMP 11-16 Newsletter

A regular newsletter for the benefit of schools using SMP 11-16 is being started. If you would like to write an article for the first issue, please send it to Alan Mace at Westfield College (address on back page).



When Unit 1 was revised, a bolt-on pack was supplied with the original Unit 1 pack. This contained the revised cards, teacher's handbook, answer book and single copies of the revised assessment tests and record sheets. Stocks of the original version of Unit 1 are now exhausted, but a number of the 'packs' are available and are offered for sale at £13.50 while stocks last ISBN 0 521 32724 5. Write to Cambridge University Press.

The Revised Unit 2, including new Assessment Tests, will be published in January 1988. Full details are available from the Cambridge University Press (address on back page).

HAVE YOU THOUGHT OF STARTING AN SMP 11-16 USER GROUP?

Here are accounts of how groups started, written by Steve Turner (Devon) & John Gardiner (Oldham)

Devon SMP 11-16 User Group

The schools that tested the Draft material were given much support by the writing team as new resources and practices developed. What would happen though when the course was published and schools were delivered boxes of booklets, texts and everything else that is used in running the course and wanted to set up from scratch? Alan Mace and I pondered that question one evening in the staffroom at Coombe Dean towards the end of 1983. We had often wondered at how little contact or co-operation there was between schools especially concerning maths education. Perhaps there was an opportunity to help new users to discuss with existing users how they had solved various problems or how they had used parts of the course. We felt that it would help all of us, so we set up the first meeting for all present and intending users within about 45 minutes drive of Plymouth.

Free-ranging discussion

The session was set for 4.30 to 6.00 pm, which has continued on a once termly basis and the host school is usually clear about 6.30ish. We suggested a very loose first agenda which was abandoned after the start of the first term. When we looked back on the notes taken for the minutes and structured the delightfully free-ranging discussion into themes, we had produced a document that starts seem to value quite highly. (If you would like a copy send a stamped addressed 10" x 7" envelope to Alan Mace at Westfield College).

A communal enterprise, we felt, should be precisely that and not burden anyone in particular so we now have a travelling circus which holds its meetings in turn at the schools towards the centre of the geographical area. The Head of Maths at the host school handles the agenda, which we now hold to fairly well, and chairs the meeting. A deputy, or other willing recruit, writes the minutes which are distributed to all members. A meeting always closes with suggestions for the next agenda. At the third meeting we began to wonder how long it would be before we needed the local football stadium to hold meetings in, so we now ask for only two from each school.

Pilot GCSE coursework

We've been fortunate enough to have had a couple of speakers from various SMP groups who were in our area on the right day and were happy to give us their advice on things like the shape and likely contents of the textbooks and the development and requirements of the pilot GCSE coursework. We've talked at length about record-keeping but seem now to be more interested in a well structured assessment programme. At the second meeting we set in motion a working party to develop some resources for first years who for various reasons found Level 1 too difficult. The first few booklets are now nearly ready for testing in schools and the group's regular meetings are very lively, creative affairs.

The recent starters have asked for some special provision for future new members which will be discussed next time, although the active involvement of John Frith, the local teacher adviser, means that every starter sends a few of the department out to visit a member school for advice and an injection of enthusiasm. Copies of the minutes from earlier meetings also provide a lot of help. It's already fairly predictable what the issues will be over the next few years; GCSE coursework, in-school assessment especially of investigative work, and it will be really useful to be able to talk to other people in similar or different situations and to have a go at sorting them out together. Further details of the activities of this group can be obtained from Alan Mace at Westfield College, Kidderpore Avenue, Hampstead, London NW3 7ST.

Oldham SMP 11-16 User Group

SMP 11-16 started at Hathershaw School, Oldham, in March 1984 and many other schools in the area were in the process of adopting the scheme at the same time. In starting we found visits to pilot schools and being able to quiz serving teachers at the Wentworth Castle, Barnsley, courses (Easter '84 and '85) a very useful source of ideas and encouragement. We learned a lot from their experience of running the course in the classroom and their solutions to the problems which we were likely to encounter.

To keep this flow of ideas going the Oldham SMP 11-16 user group was started in 1984 to allow user schools to meet both on an informal basis and with occasional speaker-led discussions. Contact with SMP and CUP (and a little hearsay) provided a list of schools in the North Manchester area and we now have contacts with about 15 schools in the Oldham, Rochdale and Tameside area. Activities began with a preliminary meeting in September and two formal meetings were held in the next twelve months, in February and July.

At the first of these two meetings Val Nolan, who was on the writing team and taught at one of the pilot schools, Spurley Hey, gave us an account of her experience in starting the scheme. She went on to suggest ways in which microcomputers could be used in conjunction with SMP 11-16. This was followed by a viewing session for software and some written for the course at Hathershaw was available for exchange.

In July Sylvia Johnson, also formerly on the writing team, was able to give us an insight into the philosophy and organisation of the Green book series, and the graded assessment run by Oxford and Cambridge. Both these meetings were supported by the Oldham Advisory Service. At a more informal level there have been many useful exchanges between schools and teachers which, even if they are only short conversations, are always based on common ground.

Future activities will include: assessment of available software, visits by other speakers, and a project to make some of the Green topic booklets more relevant to the local area.

In a difficult year the Oldham user group has started well with strong support and we look forward to future expansion. Anyone wanting more details should contact John Gardiner on 061-624 7722.

Farnborough SMP 11-16 User Group

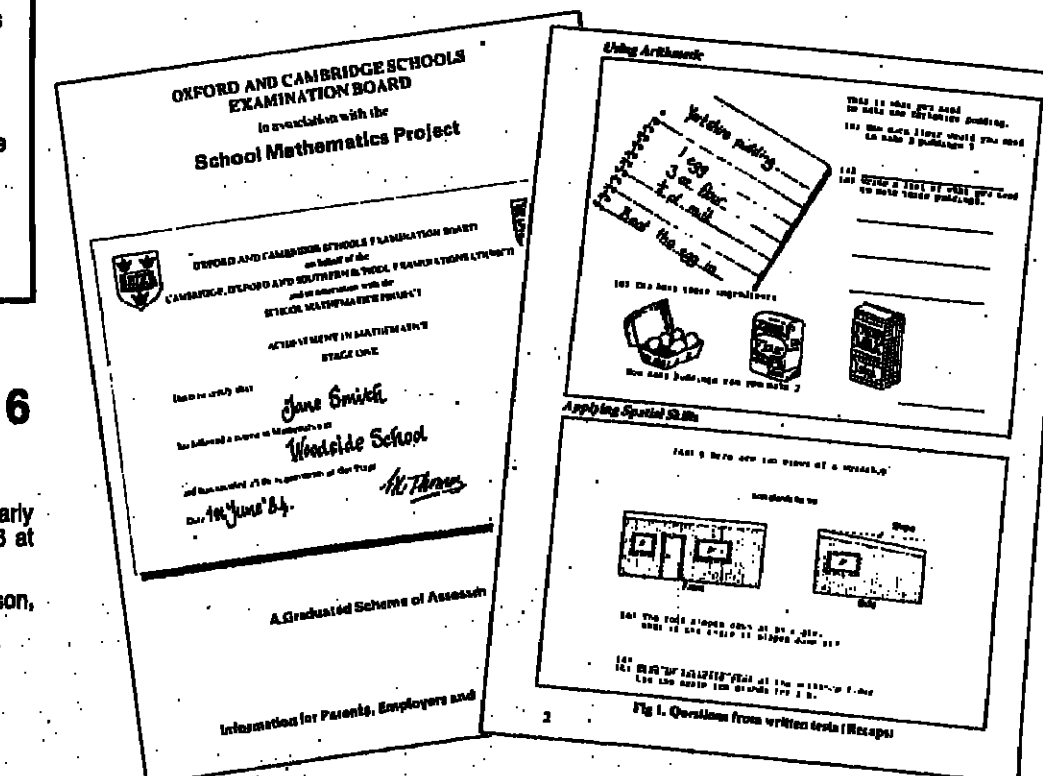
A group of teachers on the Hampshire/Surrey borders are proposing to start a User Group in Farnborough. Anyone interested can phone Mr G Earmey on Farnborough 613333

Micro-computing and SMP 11-16

A group has been established to consider possible software to link with SMP 11-16. If you have suggestions which you would like the group to consider or if you have experience in this area, please write to Alan Mace at the SMP Office, Westfield College.

SMP Graduated Assessment in Mathematics

Information about this scheme, developed to assess the work of pupils following the G Course of SMP 11-16, has been given in previous issues of SMP News. The first cohort of pupils using the assessment have now received their Final Certificates which, with the Stage Certificates and examples of their work, fits into a folder supplied by the Oxford and Cambridge Board (address on back page). The scheme will be generally available for pupils who will complete their courses in 1988, and can be used in schools even if the G course materials are not in use. Further information is available from the Oxford and Cambridge Board.



SMP 11-16 Questionnaire

SMP 11-16 is proving to be an extremely popular course with pupils and teachers alike and its use is spreading to all parts of the British Isles.

In order to form a true picture of the use of SMP 11-16 throughout the country, we have been asking schools to send in a postcard, which appeared in the early Teachers' Guides for Levels 1-4 and will also be sent with the worksheet masters for Y, B and G.

For a variety of reasons we know that our records are still incomplete. Indeed the information we do have needs up-dating now that the published course has reached the third year. We are therefore asking all schools to send in the questionnaire printed overleaf. Please make a photocopy if you do not wish to cut up your copy of SMP News. This will enable us to ensure that your school receives important new developments as they occur.

To be sure of your copy of any future mailings of this kind, please be sure to complete the questionnaire printed overleaf and send it to the SMP office in Southampton.

Provisional Dates for Leicester SMP 11-16 In-Service Course

It is hoped that the usual summer course in Leicester will run from July 7th-11th 1988. Confirmation of these dates and further details will be available from the SMP Office in Southampton early in the New Year.

Barnsley SMP 11-16 In-Service Course

This popular course will again be held early next year, from March 24th to 27th 1988 at Wentworth Woodhouse.

Details can be obtained from Mr H. Harrison, 693 Barnsley Road, Sheffield S6 6TA

SMP 11-16

Development Officer

Mr Alan Mace has been appointed SMP 11-16 Development Officer. Until recently he was Head of Mathematics Faculty at Coombe Dean School, Plymouth, which is one of the pilot schools for SMP 11-16. Before moving to Plymouth he was Head of Mathematics at Abbs Cross School, Hornchurch, Essex.

His particular responsibilities include organisation of in-service courses and the coordination of Local User Groups.

Calculus Disk

A suite of programs, entitled 'Introduction to Calculus', and designed in association with SMP, is now available. These programs are concerned with the differentiation and integration of polynomial, circular, exponential and logarithmic functions, and are constructed to accompany courses including Introductory calculus, such as SMP Revised Additional Mathematics. The disk costs £20 and is for use with the BBC B computer. Packs of five 'student's notes' to accompany the disk cost £6. Further details are available from the SMP office in Southampton, or direct from: Independent Software, Stoney End, Littleworth, Faringdon, Oxfordshire.

SMP returns to Southampton

24 years after its inception, SMP has now returned to its birthplace - Southampton University. All general enquiries should be addressed to:

SMP, Centre for Mathematics Education, The University, Southampton SO9 5NH
Tel (0703) 559122 ext 3686

All enquiries specifically relating to SMP 11-16 should be addressed to:
SMP, Westfield College, Kidderpore Avenue, Hampstead, London NW3 7ST
Tel 01-463 7141

SMP 11-16 Questionnaire

Name and address of School Postcode

Telephone Number

Name of Teacher for SMP 11-16

Head of Mathematics, if different

Type of School

☐ Comprehensive ☐ Sec. Modern ☐ Grammar ☐ Technical ☐ Independent ☐ Other

Numbers on roll Age range of pupils

Total Girls Total Boys Total Pupils

SMP materials used

☐ Booklets of Years 1 and 2 ☐ Green Course ☐ Blue Course ☐ Yellow Course

Are you planning to use SMP 11-16 GCSE assessment for your 5th year in 1988?

☐ Yes ☐ No

Are you planning to use the SMP 11-16 Graduated Assessment Scheme for your 5th year in 1988?

☐ Yes ☐ No

Are you a member of an SMP User Group?

☐ Yes ☐ No

If yes, give User Group's name

and contact address

If no, would you like to become a member of a User Group?

☐ Yes ☐ No

Is SMP News circulated among members of the Mathematics Department?

☐ Yes ☐ No

Any other information you think is relevant

Emergency mailing

We apologise for the delay in publication of Teachers' Guides for Y1, B1 and G1. All schools on our mailing lists and LEA Advisers should have received an emergency package in July direct from Paul Uttley, the Educational Sales Manager of Cambridge University Press. This package contained draft versions of the early parts of the Teachers' Guides and the Worksheet Masters pack. If you did not receive your package, please contact Paul Uttley so that you can be added to the list of 11-16 user schools.

SMP Individualised Mathematics

The final volume of this series 'Revision', will be published in December, priced £4.95. The series as a whole is based on the SMP O-level syllabus, but is usable for other examinations as well, since it provides a good coverage of the topics found in many syllabuses today. It is also useful for candidates studying for the MEG O-level/CSE scheme. As is now well-known, the books are written in a 'self-teaching' format and are thus suitable for pupils who have to work on their own, or those who have missed a topic through absence, as well as providing a course through which a pupil can work to improve this achievement. The books of the series remain available as separate titles, but the whole series can be bought at a substantial discount on the total of the individual prices ISBN 0 521 32703 2. Further information about the series is available from Cambridge University Press (address below).

John Hersee

At the end of December, 1985, John Hersee will relinquish the position of Executive Director of SMP; a post he has held for ten years. The last decade has been a most important one for mathematics education in the UK, and for SMP in particular. Much has been accomplished, and John Hersee has made a contribution in a variety of roles. Not only has his influence been felt on so many of SMP's activities, but, for example, he served on the Cockcroft Committee, he has been greatly involved in the work of the International Mathematical Olympiad (and played a key role when the IMO came to England for the first time in 1979), he was for many years Chairman of the Teaching Committee of the Mathematical Association, and he now co-directs the DES-funded SSC study on graduated assessment in mathematics.

Certainly, it is the hope of the SMP Trustees that John Hersee will continue to make a major input to SMP's work and, in fact, he will be continuing to work part-time for SMP in 1986. Nevertheless, 31 December, 1985 will mark the end of an era and presents us with an occasion for recognising John's continuing contribution to SMP and to mathematics education in general, and an opportunity to thank him for the work he has done and continues to do.

This work has taken John to many countries and, within England, to very many towns and institutions. His has not been a nine till five job and it could not have been carried out so successfully without the help, understanding and backing of Gwen Hersee to whom our thanks and best wishes must also go.

Geoffrey Howson

A Subscription List for SMP News

SMP News now appears twice a year as an insert in the Times Educational Supplement.

However, a number of teachers have asked whether it would be possible to receive a personal copy of each issue. In view of these requests we have set up a subscription list for SMP News. Subscribers will receive a copy of each issue by post. These copies, which will be printed on better quality paper, will arrive about four weeks after the issue appears in the TES. The subscription will be £1.00 per year (two issues) including postage. If you wish to subscribe to SMP News please complete and return the application form opposite with £1.00 for the first year's issues to: SMP, Centre for Mathematics Education, The University, Southampton SO9 5NH.

Addresses

Cambridge University Press
The Edinburgh Building
Shaftesbury Road
Cambridge CB2 2RU

Oxford and Cambridge Schools Examination Board
10 Trumpington Street
Cambridge CB2 1QB

SMP Office
Centre for Mathematics Education
The University
Southampton SO9 5NH

SMP 11-16 matters
SMP Office
Westfield College
Kidderpore Avenue
London NW3 7ST

SMP news

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Address
Postcode
Date

EXTRA

Three factors for reform

John Bulwer offers some thoughts on A level Latin

On the face of it, it is not surprising that the number of pupils taking A level Latin is significantly lower than those taking O level. (In 1979 33,000 took O level, and under 3,000 took A level - figures from Latin Teaching, the Journal of the Association for the Reform of Latin Teaching 1983 p.39.) The commitment demanded for an O level course is not so very heavy - after all only an eighth or ninth of the total time spent on academic subjects. To shift from this situation, where Latin can be seen as fitting into a wider scheme of things as a support to modern language work and to the mother-tongue (as well as for its own sake), to a curriculum where it becomes a third of the pupil's school work is a bigger step than many pupils can contemplate taking. Am I really that interested? Are there not subjects which are more useful? Won't it seem a bit odd to take Latin these days? These are the questions that our pupils ask themselves.

There are three factors which, in my opinion, cause prospective Latin students to answer yes to these questions. First is the system of specialization at 16-plus in England and Wales; the second is the nature of the examination at A level; thirdly comes the sociology of the subject.

At present I teach in the European School system. We prepare pupils for the European Baccalaureate, an examination which has more in common with the French, German, Belgian, Dutch and Italian educational systems than with the English. To me the idea of studying only three subjects after 16-plus as a preparation for university entrance seems absurdly narrow. The idea that future scientists need to read nothing (literally nothing) outside their three subjects seems astonishing, as does the reverse, namely, that future students of arts subjects should do no mathematical or scientific work. The merits of the over-specialization are largely to the advantage of the universities, who get a relatively advanced first year intake. Are they not concerned about, or do they not notice, the narrowness of their students' horizons? Applicants from the European Schools are often complimented on the breadth of their education and do not seem to suffer from a lack of experience in specific subjects. They themselves comment on the narrowness of their fellow-students. The lack of breadth in the A level curriculum

affects Latin. The few who know that they wish to go to university to study a classical subject will take the courageous step of opting for A level Latin, but few will be found who are as committed as this. It is much less to ask a student to include Latin with a package of arts and language subjects



Seneca: non-standard vocabulary

than it is to ask him or her to include it as one of three. It also makes good educational sense. Latin is no longer central to the educational system. It does, however, have a supportive role to play and its intrinsic merits and delights may become clearer to a student who follows it to a reasonable depth in conjunction with other related subjects. I await with interest the arrival of A/S level Latin. In the European School, where Latin may be chosen for the Baccalaureate with other options, I find it much easier to find customers.

Second, the nature of the A level examination. It is too demanding. It has not essentially changed since grammar schools began Latin at 11-plus with five periods a week and continued with a generous allocation to O level. Now Latin as an option will be much more limited in its allocation and although we have an excellent O level examination (the SUB project O level based on the Cambridge Latin Course) A level syllabuses have failed to take account of the changed situation. I should like to propose a modest reform which may make the A level examination a more attractive one. Candidates should be allowed to use a dictionary in

the translation paper. I have some experience in this as dictionaries are allowed in the European Baccalaureate. It does not necessarily mean a lowering of standards, but rather a change of emphasis. (In any case the standards of A level Latin are rather higher than those of other A levels.



Livy: boring?

and could do with a little revision.) Using a complex tool like a dictionary is a skill that needs encouragement, and is one that is not fostered by the current regulations. The candidate's version of the text can of course be reasonably expected to be substantially correct, all problems of vocabulary having been largely solved. The translation will be more intelligent and errors of grammar more exposed.

Authors such as Petronius, Seneca, Apuleius, Lactantius, St Augustine - normally barred because of non-standard vocabulary - could be included instead of boring old Cicero and Livy. Latin is after all a dead language and a continuous repetition of vocabulary hard to retain. Most of us in any case need to have tools and aids by us when we read classical texts in the original, and there is also an interesting slant in French of marginalia: it means one who moves on the fringes of society, rather unconventional, not treading the same paths as everyone else. It is usually meant as a compliment. I for one as a classicist would be quite happy to be seen as marginal in that sense.

Third, the sociology of the subject. The distribution of students of Latin by class seems to indicate that it is a subject taken only in middle and upper-class schools. Public schools account for something like three-quarters of the candidates for Latin in

public examinations. It is a matter of deep regret for those of us who believe in equality and that the classics (including Latin language) have something to offer everyone that the subject should be used as a mark of social standing. The difficulty of the language is not elitist in itself: other subjects are regarded as difficult and not to be attempted by the academically less-able, but they are not given this elitist label. I suspect that some schools do not wish to offer Latin because they fear they may be perceived as social-climbing, attempting by rather unfair means to attract a 'better' class of parent.

This situation can only be reversed by schools bravely taking the decision to offer as a beginning Classical Studies (a subject which can be taken at CSE, O and A level and also as a degree), and phasing in language courses later. Only if more state schools begin to offer such courses will Latin lose this reputation and become (perhaps for the first time) a subject of interest in its own right, and of support to language learning of both the mother-tongue and of modern languages. There is no logical reason for several generations to be denied access to the classical world because of an accident of history. Perhaps Latinists ought to take a more left-wing line in public, stressing work done on the history of slavery and on the ordinary life of the ancient world more than on the morals of empire-building. After all did not Karl Marx write his doctoral thesis on the ancient world?

Ted Wragg quoted a recent book in the TES 75th birthday supplement as saying that classics had moved from monopoly to marginality in the curriculum. I would imagine that no-one teaching classics today would wish to justify the old monopoly (let alone the teaching methods) of the past. Latin may be on the margin, but that is after all what keeps the rest of the writing in place; and there is also an interesting slant in French of marginalia: it means one who moves on the fringes of society, rather unconventional, not treading the same paths as everyone else. It is usually meant as a compliment. I for one as a classicist would be quite happy to be seen as marginal in that sense.

John Bulwer teaches Latin and English at the European School, Bergen, The Netherlands.

Theory and practice

Martin Booth introduces a major research project

Teacher training is being scrutinized and debated as never before with much of the argument centring on the question of the balance between theory and practice. A major research project into the training of history teachers starting in January 1986 may help to clarify the issues as far as history is concerned and give the subject a much needed boost. The two-year Economic and Social Research Council funded project is to be based at the Cambridge University Department of Education, and directed by Martin Booth. The research team, which will include a full-time senior research associate and a seconded teacher, will focus on the one-year PGCE secondary history methods courses in four contrasting training institutions, and will investigate two interrelated areas.

First, they will make a detailed analysis of the conceptual understanding of the teaching and learning of the subject within the institutions. They will seek to identify both the underlying assumptions of the history which PGCE students bring to the institutions, and the extent to which institutions consider the structure of the subject and link it with a theory of the development of pupils' thinking in history and the styles of teaching best suited to further such development.

Second, the research team will assess the school-based experience and training that the students receive in teaching methods in order to determine the extent to which they have mastered an understanding of the nature and development of pupils' historical thinking and are able to exemplify such understanding in their teaching styles. Such a project could both identify effective strategies for the training of history teachers in the light of our understanding of the nature and development of pupils' historical thinking, and further the debate on the relationship between teaching styles and pupils' conceptual hierarchies in history. The research will complement the current University of Cambridge, Department of Education research project into the evaluation of school-based teacher training which is funded by the DES.

Refreshing bi-annual

ReFRESH is a new bi-annual bulletin edited by Dr Anne Digby and Professor Charles Feinstein at the University of York for the Economic History Society. It aims to provide concise information on the results of recent research in economic and social history in a form suitable for senior history pupils, especially at A level. The use of two colours, durable card, graphs, tables and line drawings enhances its format considerably.

The first issue contains articles on 'Population Growth: England 1680-1820' and 'Women and Society: Continuity and Change since 1870', both of which succeed in giving very readable surveys of complex subject matter with proper emphasis on the conclusions of research and on the essential reasons that justify them.

Professor Wrigley of LSE shows how 'it can be demonstrated that two-thirds or more of the acceleration in population growth during the 'long' 18th century was due to the rise in fertility and only one-third or less to improved mortality', and further explains how higher fertility was primarily a result of earlier marriage after about 1750 rather than of any significant rise in marital fertility. He shows how this analysis may be related to economic conditions in a way which explains how Britain uniquely achieved a high growth of output, a high rate of population growth and a steadily improving living standards. Since the average female age at marriage remained above 23, there was no

great pressure of population growth nor a young age structure to 'crowd out' resources from investment as elsewhere in Europe and Asia. Jane Lewis, also of the LSE, extracts a very wide range of views based on empirical research about the place of modern women in society. She makes it evident that generalizations can be very misleading. For example, the difference between working class and middle class women's experience is substantial; and the rise in general living standards conceals a multitude of aberrations, such as the dual demands on women of home and work-mans on women of home and work-mans. Her conclusion is that 'the major interpretative issue running through all the recent literature on women's history is the extent to which women may be regarded as 'victims' or as active agents controlling their own fate.'

These two expert surveys augur well for ReFRESH, which provides a future for articles on such topics as Book and Agricultural Enclosure. It should provide a forum for current research, which is at present mainly empirical and statistical, at the same time perhaps as keeping the door open for those issues of principle and natural law which ultimately underlie economic and social history.

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EXTRA

Making up for lost time

Richard Brown and Christopher Daniels on the use of documentary material

All middle and secondary school pupils studying history should be familiar with the variety and uses of documentary material; if they are not, it can only be the fault of the teacher, because publishers and examination boards have joined the documentary bandwagon and are making up for lost time. Even the A level boards have made a modest step by introducing the 20 per cent documentary requirement in the overall assessment.

The advances so far have been quite encouraging. Pupils who cease to study the subject at 14-plus – a depressingly high number – have generally developed some understanding of the nature of evidence and of some simple comprehension and analytical skills. They know the difference between primary and secondary sources and what is meant by "bias", even if they cannot always identify them in practice. Yet the staple fare for many pupils is ill-chosen; boring sources which, though they may be historically important, do not stimulate empathetic understanding. It is time for a further stage in development. This should concentrate on breadth of materials and approaches, and on synthesis as well as analysis.

Where 16-plus examinations feature documentary material it is usually written or printed sources, cartoons or monochrome maps. This is certainly an improvement on 10 or 15 years ago, but how does it compare with examinations in geography? The contrast can be astonishing and certainly detrimental to history. The Oxford Delegacy – hardly in the vanguard of examination reform – regularly includes sheets of monochrome photographs on quality paper, maps and plans, and a section of an Ordnance Survey map in full colour. Why should history not receive similarly generous treatment? A comparison of portraits of King Charles I by Pot and Van Dyck could form a very interesting question on the nature of evidence, and encourage reluctant publishers to include more illustrative material in textbooks and documentary compilations. The fall should not wag the dog!

Changes in the scope of evidential material in examinations would also encourage looking at a period in the round. We still spend far too little time on literature, architecture and music, compared with domestic and foreign politics, and this bias has now extended to documentary questions. How often are students of 17th-century France shown photographs or plans of Versailles or its gardens? Look again at Margaret Bryant's chapter "General History and Aspect History" in the second edition of the

Handbook for History Teachers where her topics for a study of English history in the 17th-century included: Shakespeare's *Tempest* – the Jacobean imagination; Artists and the Stuart Court – Inigo Jones, Rubens and Van Dyck; Dutch life and art in the 17th-century; Establishment, non-conformity, toleration – John Bunyan; Science in the 17th-century – an intellectual revolution related to its age; Milton and *Paradise Lost* – to explore and enjoy the Baroque imagination; Macaulay's History of England and the Revolution of 1688, among many others. Many of these sources are adaptable for use with pupils of all ages and abilities. Where are the signs that we are extending our range of documentary material into aspects such as these? Is it our imagination that is limited or that of publishers and examination boards? This should be one of our areas of concern.

We also fall by the wayside in the development of fieldwork as an integral part of the history syllabus. At the Royal Latin School, sixth-form geographers regularly spend a week at Swanage, and sixth-form botany and zoology students have several day visits; the justification lies partly in the use of this fieldwork in the final assessment. Why is this not possible for historians at this level? One problem may be that few counties are as generous as Bedfordshire in having a Field Studies centre; the Bedfordshire one at Nether Swell Manor, Stow-on-the-Wold, has hosted several well-designed and popular residential courses on Captain Swing and the Levellers. We hope that i.e.a. history advisers have read the articles on these courses by Richard Davis and Peter Grey in *Teaching History*.

Thirdly, and more seriously, are we missing the point about the function of documentary material in the teaching of history? Pupils should study the past through its own words and artefacts. Contemporary accounts are often more colourful and dynamic than the teacher's commentary. Sources allow pupils to examine what happened – to construct the narratives and descriptions that have ceased to be the major concern of many teachers, whose concern with relevance and curricular survival has led them away from the methodological approach to the past. Sources do allow pupils to develop and extend transferable skills but they should also be fun. Work using several documentary sources can allow pupils, even at primary level, to "squeeze" evidence and construct hypotheses about individual motivation and justification for actions. Pupils are actively learning problem-solving and are

motivated using documents this way more strongly than the stolid inherent literary approaches to sources that dominate at present. There is nothing wrong with asking "What does the document say?" but for many pupils that is as far as it goes.

A document is not like a marvellous jewel to be viewed and marvelled at in isolation, or used as a trigger for the memory. In too many 16-plus and 18-plus examinations, one printed source appears on its own; the questions seek comprehension and powers of analysis, but very rarely is the inherent validity of the document challenged. Yet we should be using documents in the manner of the historian. We ought to be stressing synthesis as well as analysis. We should be encouraging pupils to build up evidence, to weigh the value of material, to assess its relevance to the question or problem, to organize its selection and to present a synthesis in well-written English prose.

Professor Arthur Marwick offered such an exercise in the Open University Arts Foundation Course Units A101 3-5 *Introduction to History*, but his compilation was fictional. An example based on a real 17th-century character, Sir Richard Clippes of Great Wheltenham, Suffolk, is obtainable from Christopher Daniels, Culford School, Bury St Edmunds, Suffolk (enclose s.a.c.).

Various questions could be asked about individual documents, or groups of documents, depending on how much contextual knowledge the pupil has. We believe it to be important that pupils should be familiar with the general context of the period from which the documents are drawn; they may be unseen but the period from which they derive should not be. To set otherwise is to betray the study of history, and it is no answer to argue that such documents are an "unseen" period are good discriminators in an examination – this is history, not psychology or philosophy.

Assessment of this nature in an examination could involve a wide variety of skills in the writing of history and offer enormous opportunities to judge candidates on historical skills rather than simple comprehension of documents. It should be a good discriminator and may well be the next stage in the use of source material in the teaching of history.

History is a developmental subject: analysis of a source is not possible until it has been comprehended. Yet despite the techniques of assessment used by the History 13-16 Project there have been very little work done on formally evaluating pupil development. If we are to extend pupil potential, and pupils are to learn more effectively, then some form of evaluation of skill application needs to be evolved. At present, unless pupils do public examinations they are not formally evaluated: eight years studying history for those who stop at 14 and nothing tangible to show for it. This cannot be right. We should be able to agree upon means of evaluating individual pupil performance, profiling their successful development from primary through to secondary school. If pupils study the past to develop their understanding of the present as well as for skill development, then this should be assessed and validated publicly. It is easy to assess failure – that is what many public examinations do – but we should be saying, and saying loudly, that as a result of learning history for eight or ten years pupil X can now do a, b, c, d. Or are we afraid that in the final analysis pupils do not learn to do anything, as a result of studying the past?

Richard J. Brown is head of history, Houghton Regis Upper School, Bedfordshire, and a member of the Secondary Examinations Council. Christopher W. Daniels teaches history at Culford School, Bury St Edmunds and is a member of Council of the Historical Association.

Europe and the world

European Decolonization 1918-1981: An Introductory Survey. By R F Holland. Macmillan £16.00. 0 333 31677 0. £3.95 31678 9. Europe Since 1945: An Introduction. By Peter Lane. Batsford £14.95. 0 7134 4739 7. £6.95. 4740. Modern English Society. By Judith Ryder and Harold Silver. Methuen £18.95. 0 416 40100 7. 40110 4. Industrialization in Nineteenth-Century Europe. By Tom Kemp. Longman £5.95. 0 582 49384 6.

"European decolonizations after 1945, particularly in their African dimension after 1956, arose more directly from changing conditions within the metropolises than they did from any metamorphosis at the periphery." This is one of the central themes of Dr Holland's well-proportioned, exceedingly well-written and consistently thought-provoking study of the dismantling not just of the British but also of the French, Belgian, Dutch and Portuguese colonial systems.

The nature and degree of the decolonizing pressure varied markedly from metropolis to metropolis. In London, the vigorous survival of Victorian strains of anti-imperialism and Little-Englandism reinforced liberal and left-wing espousal of the cause of the reluctantly colonized. It was, in a way, a chicken-and-egg process. First nationalist stirrings in a particular colony won instant encouragement in sympathetic circles back home. This in turn fanned colonialist disaffection. Demo's and strikes led to mild repression; then riots, bombings and assassinations bred the harsher retaliation to all but Tory die-hard opinion at the heart of empire. And so on, until the governors and the district officers finally departed, either with viceregal pomp still intact (India), or in benign, measured dignity (the Gold Coast) or in ignominious, *saive-qui-peut* scuttle (Aden).

The colonized seeking emancipation tended to win far less cordial endorsement in Paris, as the history of the most horrifically bloody of all decolonizing wars, the Algerian conflict of 1954-1962 repeatedly demonstrates. For instance, the butchery by the French army of 1200 "rebels" (the vast majority of them uninvolved bystanders) at Philippeville in 1955 aroused far less protest in Paris than General Puy's slaughter of far fewer at Amritsar in 1919 aroused in London. Even the atrocities of the Battle of Algiers of 1956-57 failed to stir metropolitan feeling. If, as Dr Holland remarks, the ELN were counting on "some deeply rooted principle of liberal humanism in French society... they were disappointed". Small wonder then that such a peccadillo as blowing up a Greenpeace ship in far-away New Zealand should have recently excited no sense whatsoever of national embarrassment; simply a mild ripple of irritation at the incompetence that allows the authorship of such trifles to be discovered.

In the Portuguese case, the decolonizations in Guinea, Mozambique and (most importantly by far) Angola were the unavoidable by-products of the overthrow of the Salazar dictatorship in 1974. In keeping with an iron grip on both homeland and colonies since he came to power in 1928, Salazar had defied the idea of 20th-century history for an astonishing length of time; but Portugal's utter economic and social stagnation, and her insulation from every non-Iberian influence, produced a slow gathering of steam that when it eventually blew off the lid of repression, did so with a force that brought an end to Portuguese empire in remarkably short order.

Dr Holland's is a first-rate guide, agreeably unattended by any ideological preconceptions.

In summarizing Europe's last 40 years, Peter Lane has an enormous knowledge of military history. Although one group studying Ne-

primary shapes and patterns deftly, clearly and readably. The extent to which our own country has evaded the economic "miracles" that have descended upon other Western European nations is, to the chagrin of the UK reader, made all too apparent. A welcome feature is the inclusion, at the end of each chapter, of brief pieces of "Documentary evidence" to buttress the main points made: these are shrewdly chosen and give body to the narrative.

Peter Lane's book is warmly recommendable; and it is therefore in no carping spirit that I single out a short passage to illustrate how much even the best digests of this kind need additional commentary from the classroom teacher for truly effective use.

He writes that the Greek Colonies, who repressed Greece between 1967 and 1974, were "deprived of US economic aid". Well, yes – the Johnson administration immediately authorized a partial suspension of the heavy arms supply, in the teeth of protests from Robert McNamara and the Defence Department; but the extent to which ostensible American disapproval of the Junta and its police state methods became a total sham, directly Nixon and Kissinger came to power at the start of 1969, is now notorious, and is fully documented in Seymour M. Hersh's devastating *Kissinger: The Price of Power*. The Junta was so much a regime after right-wing Republican hearts that it even (obligingly of course) contributed campaign funds to the Nixon-Agnew 1968 election.

Later, the author does note the fall of the Colonels sufficiently closely to the Turkish invasion of Northern Cyprus in 1974, and he gets the date of Andreas Papandreu's election wrong; then riots, bombings and assassinations bred the harsher retaliation to all but Tory die-hard opinion at the heart of empire. And so on, until the governors and the district officers finally departed, either with viceregal pomp still intact (India), or in benign, measured dignity (the Gold Coast) or in ignominious, *saive-qui-peut* scuttle (Aden).

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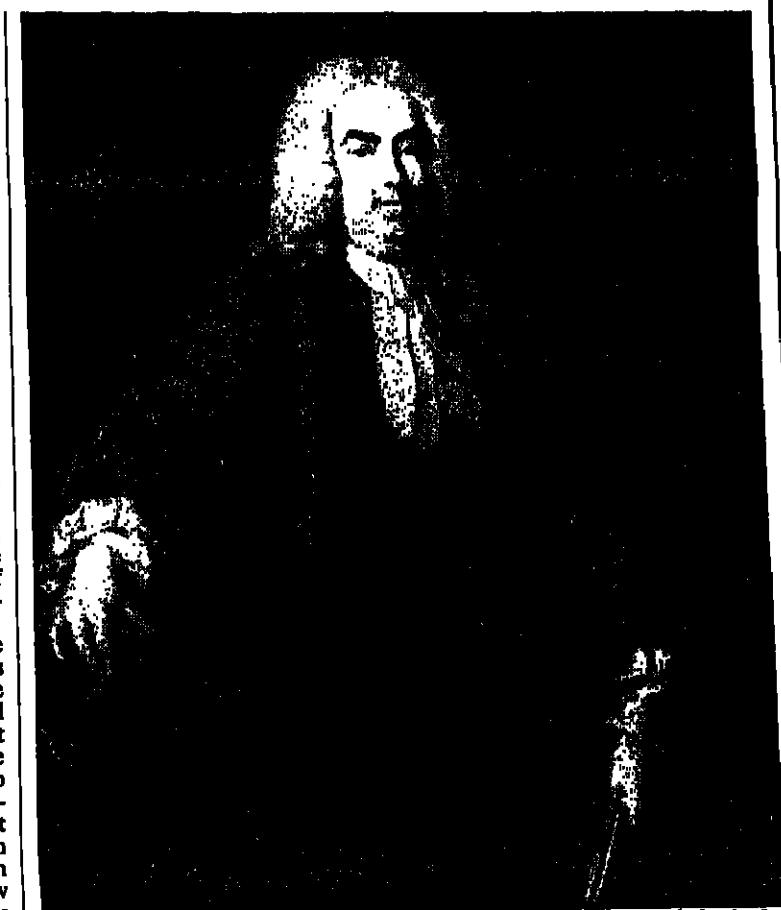
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Sequence and time-sense with 5 to 9-year olds

by Joan Blyth



Children thought Sir Robert Walpole must be a king because of his wig. Painting by John National Portrait Gallery from the studio of J B Van Lee.

Historical sequencing is the placing of people and events of the past in correct order in time. The difficulty young children experience in doing this has been the traditional reason for not attempting to teach the past in any chronological way. The argument is a circular one, for the early sequencing of historical material leads to the understanding of chronology, the significance of key dates and the comprehension of one aspect of time. Perhaps the moment has come to rescue the teaching of historical time from the educational "dust bin" in our reflections on how children learn in the whole curriculum.

During a programme of investigation into younger children's understanding of the past I worked with five classes in five London schools. For this particular part of the work I used four sets of postcards/small pictures illustrating the historical topics of travel, houses, armour and costume. All the cards ranged over as wide a span of historical time as possible, thus forming a sequence.

I had three aims in this sequence test. One was, obviously, to assess each child's accuracy in placing the postcards in correct chronological order. My second aim was to find out why each child put the cards in the order he/she did. Lastly, I wanted to know whether the child has any awareness of the different periods of the past represented by the cards. I tested each child in a one-to-one situation, which allowed an opportunity to follow through with further questions whenever appropriate. All my verbal interactions with the children were tape-recorded. As most of the children enjoyed handling and looking at the cards their reactions were uninhibited and expansive.

My research led to these results:

1. **Travel.** The two cards (a coach and a horse-tram) were correctly placed by 23 out of 31 children. Most children based their decision on the criterion of type of vehicle, but some added the different types of clothing worn and the nature of the buildings in the picture. One eight-year-old gave this succinct reply after ordering correctly:

"This has metal wheels, that has wooden ones, this dress is in olden days, this dress is like us, this has a coach, this has a tram car and horses, this has room for four, this has more."

There was little difference in the accuracy of the different age-groups, though in one nine-year-old group all children were correct.

2. **Houses.** The three cards (a Viking hut, Beaumaris Castle and Little Moreton Hall) were correctly placed by 21 out of 31 children. 10 of these being in the nine-year-old age-group. Many children put Little Moreton Hall the nearest to today, but there was more confusion between the Viking hut and Beaumaris Castle. Most children based their decisions on the materials of the buildings, "straw" being earlier than stone or wattle and daub. Some had seen similar houses in books and on visits. Again there was little difference between the age-groups although the nine-year-olds were marginally more successful. A nine-year-old who was among the top scorers said:

"Saxons did not have good houses – thatched roofs, poorer clothes in deserted areas. The castle is bigger and in the Middle Ages; it is made of metal (appearance of a dark photograph of Alan Sorrell's reconstruction of Beaumaris Castle) and has water round. This one (Little Moreton Hall) is more modern and has chimneys."

3. **Armour.** This and the Costume sequence proved much more difficult. Only six out of 31 children put the cards in the correct order (a Roman soldier, the Black Prince, the Earl of Strafford and Nelson). The children tended to guess wildly, an indication of their poor knowledge of military history. Although one group studying Ne-

correctly, as the most recent figure, a girl in another group, having studied the Romans recently, put the Roman soldier nearest our time also! The human model wearing the armour made her think that he was recent, and a boy guessed that World War II soldiers dressed like this (so much for the last 40 years of people). Another child used quantity of armour as a criterion, thus relegating the Black Prince to the earliest position in the sequence because in "far off times" more armour was needed to fight. And in any case he was an effigy and therefore dead! They were trying hard and were not tongue-tied. One nine-year-old linked armour with historical periods, which became his criteria:

"Romans first – javelins and shoes (mean sandals). Richard the Lion Heart (Black Prince) still in the Middle Ages. Next (Strafford) heavier armour and more life-like (as) wearing clothes underneath – last I think is Nelson – cannon – more colour and the texture of the painting (show it's latest) – guns to protect (him)."

This third test showed a greater divergence between the children, and that seven and nine-year-olds were more successful than eight-year-olds.

4. **Costume.** In spite of having five cards to place (statue of a Greek girl, sketch of a medieval couple, Walter Raleigh and his son, Robert Walpole and Joseph Chamberlain), there was a better result than was the case for Armour. Nine out of 31 children had complete success with this sequence, and 28 out of 31 put Joseph Chamberlain nearest the present. The criterion for the sequence was mainly styles of costume – "ragged clothes", "loose clothes" ("ragged clothes" than fitted ones), but the presumed function of the person was some guide (Walpole was said to be a "King" because of his wig which is earlier than Chamberlain who was not a king). Whether a child had seen such costume before was a possible guide (one child said about the Greek statue: "I don't see ladies like that down the street"). Again, though success on one criterion were more successful, as the following shows:

"... like the Romans (Greek girl) must be before the Normans (medieval couple), simple clothes both. Henry VIII's age; fatter; wore hats; better shoes, funny trousers and collar (ruff).

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Marine Drive,
(Age Range 3-11)
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Robot Road,
DP.

(10/28)

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1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

WEST SUSSEX

SCHOOL
Littlehampton
Mixed Comprehensive 11 - 18
(1860 on roll)
Required for January
Teacher of GERMAN &
FRENCH. This could be
permanent appointment or
temporary appointment for
two terms.
Please write to Headmaster
at the School, giving relevant
personal details and names &
addresses of two referees
(93827) 135631

Music

Heads of Department

**EAST SUSSEX
CLAVERHAM COMMUNITY
COLLEGE**
Battle TN33 0HT
Comprehensive mixed and

Roll: 820
From April 1986: Head
Music (Scale 2). Gradua-
teacher to take charge of

partment. Relocation grants approved cases. Application forms and further details (see page 1358) from the Principal. 1358

Tel: 081-8436357

throughout the school in the afternoons
work throughout the primary age-range are

GROUP 5

Task 1

A thematic teacher is required for the goal
of the school covering for approximately 230

Task 2

Task 3

Task 4

Task 5

Task 6

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COMMUNITY 10-130

for maternity leave and related absence.
responsibility for a group of 24 second year
in advantage.
teacher at the school as soon as possible

with 500 on roll

Tel:061-8435118

AND TECHNOLOGY

Date:

an excellent work and for the development of

pled as a TVEI Centre and the successful
major interest in this field.

COPIES SCALE 1

Teacher at the school as soon as possible.

Tel: Heywood 684398

NCE

uding 'A' Level is required for 1 January 1988.
appointed can expect a full share of physics
the opportunity to contribute to lower school
teaching.

Tel: Heywood 683440

E 1

bility to teach French up to 'A' Level and
pl.

erious candidates will be re-considered.
eople of SAE from the Head Teacher at the
urned by 9 December 1985 unless otherwise

Ad. Rochelle

experienced and qualified candidate.
possible please to the Head of Service.

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SECONDARY SCIENCE

continued

SUTTON
LONDON BOROUGH OF
SUTTON
SUTTON BOROUGH HIGH SCHOOL
Sutton Common Road, Sutton,
Surrey SM5 3PS
CHEMISTRY - PART TIME
Required as soon as possible, a well qualified and enthusiastic teacher to deliver the teaching of Chemistry throughout the school.
Applications by letter to the Headteacher, including C.V. and the names and addresses of two referees, as soon as possible. Please enclose 134822 (02898)

WARWICKSHIRE

ASHLAWN SCHOOL
Ashlawn Road, Rugby
CV21 5ET

Required for January 1986 for two terms only, a teacher of Physics to 'A' level with Chemistry and General Science in the school. The ability to offer Comprehensive Studies would be an advantage.

Written applications to the Head, enclosing curriculum vitae and names and addresses of two referees, should be sent by 15th December 1985.

Warwickshire is an equal opportunity employer. 134822

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WIRRAL EDUCATION

Teaching vacancies are available to follow schools.
Required for 1st January 1986 for a fixed term engagement to 31st August 1986.

PARK HIGH SCHOOL
Park Road South, Birkenhead.
TEMPORARY ASSISTANT TEACHER SCALE 1 to teach SCIENCE

BROMBOROUGH
SECONDARY SCHOOL
Worce Lane, Bromborough.
TEMPORARY ASSISTANT TEACHER SCALE 1 to teach SCIENCE and 'O' Level, GENERAL SCIENCE in Lower School.

MOSSDALE SCHOOL
Widley Drive, Wallasey.
TEMPORARY ASSISTANT TEACHER SCALE 1 to teach SCIENCE and PHYSICS.

RIDGEWAY HIGH SCHOOL
Norton Avenue, Norton.
Required for 1st January 1986.

ASSISTANT TEACHER SCALE 1 to teach all sciences up to and including 'O' level.

Salary for this post is in the £11,000 - £12,000 range.

Apply immediately to the respective Headteachers at the schools enclosing C.V. and the names and addresses of two referees. (02898)

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Social Studies

Scale 1 Posts

BEXLEY
LONDON BOROUGH OF BEXLEY
BLACKFERN SCHOOL FOR GIRLS
Blackfern Road, Sidcup, Kent
DA14 3JY
Required for January 1986, a well qualified and enthusiastic teacher to deliver the teaching of Social Studies, Geography and History to 'A' level. The ability to offer Comprehensive Studies would be an advantage.
Applications by letter to the Headteacher, including C.V. and the names and addresses of two referees, as soon as possible. Please enclose 134822 (02898)

NEWHAM

LONDON BOROUGH OF NEWHAM
BARON BONNELL SCHOOL
Denham Road, London E15 3JH

Head Teacher: Mrs. C. B. Jones
Number on roll: 1050 approx

TEMPORARY TEACHER OF SOCIAL STUDIES AND HISTORY

Required for January 1986, a well qualified and enthusiastic teacher to deliver the teaching of Social Studies and History to 'A' level. The ability to offer Comprehensive Studies would be an advantage.

Applications by letter to the Headteacher, including C.V. and the names and addresses of two referees, as soon as possible. Please enclose 134822 (02898)

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LEICESTERSHIRE

continued

BARTON PEVERIL COLLEGE
Leicester Road, Eastleigh
Open Access Sixth Form
College
LE1 1JH
Required for January 1986, a well qualified and enthusiastic teacher to deliver the teaching of Social Studies, Geography and History to 'A' level. The ability to offer Comprehensive Studies would be an advantage.

Applications by letter to the Headteacher, including C.V. and the names and addresses of two referees, as soon as possible. Please enclose 134822 (02898)

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ROTHERHAM

continued

WICKERLEY
COMBES SCHOOL
Wickerley Road, Rotherham
S64 0JH
Required for January 1986, a well qualified and enthusiastic teacher to deliver the teaching of Social Studies, Geography and History to 'A' level. The ability to offer Comprehensive Studies would be an advantage.

Applications by letter to the Headteacher, including C.V. and the names and addresses of two referees, as soon as possible. Please enclose 134822 (02898)

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HAMPSHIRE

continued

BARTON PEVERIL COLLEGE
Leicester Road, Eastleigh
Open Access Sixth Form
College
LE1 1JH
Required for January 1986, a well qualified and enthusiastic teacher to deliver the teaching of Social Studies, Geography and History to 'A' level. The ability to offer Comprehensive Studies would be an advantage.

Applications by letter to the Headteacher, including C.V. and the names and addresses of two referees, as soon as possible. Please enclose 134822 (02898)

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ESSEX

continued

ROYAL EASTERN
COUNTY SCHOOLS
OXLEY PARKER SCHOOL
(Non-Maintained)
RESIDENTIAL HEAD
TEACHER
A well qualified and enthusiastic teacher to deliver the teaching of Social Studies, Geography and History to 'A' level. The ability to offer Comprehensive Studies would be an advantage.

Applications by letter to the Headteacher, including C.V. and the names and addresses of two referees, as soon as possible. Please enclose 134822 (02898)

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KUWAIT GULF ENGLISH SCHOOL

In September 1986 the following vacancies will occur for PRIMARY DEPARTMENT: (n.o.r. 1300)

Kindergarten Teachers (3yrs 6mths - 4yrs 6mths)
Infant Teachers (4yrs 6mths - 7yrs 6mths)
Junior Teachers (7yrs 6mths - 11yrs 6mths)
S.L.E.F.L. (3yrs 6mths - 11yrs 6mths)
Primary Music Teacher (3yrs 6mths - 11yrs 6mths)

EXPANDING SECONDARY DEPARTMENT: (n.o.r. 300)
Graduate or graduate teachers of: Mathematics, English, Physics, Chemistry, Biology, French, History, Computer Studies, Accountancy to 'O' level.
Remedial specialist for the school.

TERMS:
Two year contract (renewable), annual economy London/Kuwait/London passage, baggage allowance, free furnished, air conditioned accommodation, electricity, water and portage. No absence bonus, annual gratuity, insurance and annual tax free salary in the range of KD3120 to KD5180.
Applications from single teachers and married teaching couples without children. Air mail full c.v. and recent photograph to: R.W. Sheffield MSc, Principal, Gulf English School, P.O. Box 6320, Hawalli, Kuwait, Arabian Gulf. Interviews in London late February/early March 1986.

(18012)

OVERSEAS POSTS continued

TURKEY
Lecturers in EFL required to join the Faculty of Education staff commencing September 1986. Applicants should be single with no dependants. Ability to teach English Literature and theoretical and Applied Linguistics essential. Those applicants with Master's Degrees in English or Linguistics preferred. A salary in excess of Ministry scale will be offered. Send c.v. and full length photo to Dean, Uludağ University Faculty of Education, Uludağ University, 16070 Bursa, Turkey. 460000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Leicestershire

EDUCATION COMMITTEE
Re-advertisement

CHIEF ADVISER

SOULBURY - BURNHAM HT GP 12
£18,437 - £20,706 p.a.

Applications are invited from suitably qualified and experienced persons for this newly established post. Telephone for application forms and further particulars on Leicester 317877 returnable by 13th December 1985 to the Director of Education, Room 25, County Hall, Glenfield, Leicester LE3 8RF.

EQUAL OPPORTUNITIES POLICY
The Council is committed to the advancement of people regardless of race, ethnic origin, religion, sex, marital status or disability.

West Sussex County Council ASSISTANT EDUCATION OFFICER

North-Eastern Area Office, Crawley

Salary: (PO5-8) £12,513 - £13,662 per annum
The successful applicant will be responsible to the Education Officer for the North Eastern Area for providing professional support and assistance with the administration of a wide range of activities involving schools, colleges and youth and community provision. Applicants should be graduates with teaching experience; previous experience in educational administration would be an advantage.

Apply to Director of Education, Education Department, Staffing Section, County Hall, Chichester, West Sussex, PO19 1RF, telephone 777100, extn 2308.

Closing date: 13 December 1985

(108900)



WARWICKSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT SENIOR EDUCATION OFFICER (FINANCE AND ADMINISTRATION)

£19,344 - £21,276

This third tier post, which has a central role in the financial management of the education service and in the management of non-teaching staff, will become vacant in the early summer of 1986. Candidates will need proven leadership skills and management experience in an educational setting. The postholder must be capable of implementing current policies and systems sensitively. Equally he or she will be expected to contribute fresh ideas throughout a rapidly changing educational scene.

Application forms and further details from the County Education Officer, Staff and Pay Section (ext. 3870), 22 Northgate Street, Warwick, CV34 4ER.

Telephone: Warwick (0925) 403431, ext. 2554.
Closing date: 31st December, 1985.

Warwickshire is an equal opportunities employer.

(108900)

Administration Local Education Authority

**HERTFORDSHIRE
DORSET DIVISIONAL
OFFICE**
The Bury, Queensway, Hemel Hempstead, Herts. HP1 1UG
OFFICER required to join a team of three engaged in this important work in a pleasant part of Hertfordshire. Previous experience of education welfare or other social work an advantage. Driving licence essential; car allowance payable. Help with rented housing may be available in approved cases. Salary scale, with qualification bars, within the national scale for AET & C Services Scale 4/5 £6,900 - £8,700 per annum. Further Fringe Allowance. Further particulars and application forms from the Divisional Education Officer, 1st Floor, 100, High Street, Hemel Hempstead, Herts. HP1 1UG. Closing date: Friday 6th December, 1985. (09764) 480000

ASSISTANT EDUCATION OFFICER

Salary: £15,831-£16,908

A Graduate Teacher with administrative experience is sought for this post which carries responsibility for the procedures and casework involved in the assessment of children with special educational needs.

Application form and details from:
The Chief Education Officer, Shire Hall, Gloucester.

Tel: Gloucester 425337.
Closing date: 20th December, 1985.

Gloucestershire County Council

AN EQUAL OPPORTUNITIES EMPLOYER

Careers Officer

2 POSTS
£7,437-£7,713

during probationary year
£7,920-£8,697 for qualified staff

Required at Reading and Maidenhead Careers Offices. Candidates must be qualified careers officers or trainees completing training courses in December 1985, prepared to work in a developing county. Car allowance and assistance towards removal may be available. Application forms and further details (enclose S.A.E.) from The Director of Education (C), Shire Hall, Shirefield Park, Reading RG2 9XE. Closing date 18th December.

An Equal Opportunity Employer

Royal County of Berkshire



Suffolk County Council

Education Department

AREA ENGLISH ADVISER

(NORTHERN AREA) POST NO. 5302

Soulbury Group 7 £13,688 - £14,979 per annum

Required from the beginning of the Summer Term 1986.

In addition to wide specialist subject responsibilities and the opportunities that this will afford, the successful candidate will also be able to contribute to the educational initiatives being taken in Suffolk through the Area team as pastoral adviser to a number of primary and secondary schools. Applicants should have a broad experience of and enthusiasm for the full range of school curricular activities and should possess a good degree in English.

Application forms and further details (SAE please) are available from the County Education Officer, Education Department, St Andrew House, County Hall, Grimwade Street, Ipswich, IP4 1LJ.

Closing date: 16th December 1985.

(10795)

County Education Department
CAREERS SERVICE

DEPUTY PRINCIPAL CAREERS OFFICER (Based at the Careers Service Headquarters, Trinity Street, Dorchester)

Applications are invited for the post of Deputy Principal Careers Officer.

You must hold the Diploma in Careers Guidance, and have spent some years administering a service effectively at Area level. You must have experience and a strong interest in the training of Professional and Support Staff. Evidence of recent management training will be an asset and the ability to communicate lucidly in writing and orally is of prime importance. Commanding salary will be within the Scale P03 £11,850 by increments to £12,885 according to qualifications and experience.

Application forms returnable by 13th December 1985 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset DT1 1XJ. Tel: Dorchester 63131 ext 4171. Please quote post CO141X.

(10870)



Department of Education and Science HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

(A) Primary Education

Ref. 18/86

Applicants should have relevant teaching experience and knowledge of current thinking and practice relating to the curriculum and to school organisation within the 5-13 age range. It will be advantageous to have held a post of substantial responsibility in primary education and to have significant expertise and knowledge of a particular subject or curricular area.

(B) Information Technology

Ref. 19/86

Applicants should have substantial teaching experience, and have worked with information technology in the context of the school curriculum. A background in primary schools or in computer-related disciplines in secondary schools or teaching training institutions would be advantageous. Those with experience of the development of curriculum materials, the training of teachers, school administration, or the use of computers in school administration will be welcomed.

Starting salary for all posts is within the range £17,000-£22,900. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 13th December 1985) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, London, SE1 7PH. Telephone: 01-934 0798, 0799, 0800.

The Civil Service is an equal opportunity employer.

ADMINISTRATION - LEA continued

LEICESTER POLYTECHNIC

APPOINTMENTS SERVICE

CAREERS ADVISER

Salary: £7,926 - £12,705

per annum

Duties include careers guidance through individual interviews and group sessions, liaison with schools, employers and academic staff and assisting with the administration of the service. A degree or equivalent is required together with appropriate experience.

Particulars and application forms available from: The General Secretary, Polytechnic, 145, Leicester LE1 3BH. Tel: 5335 551051, Ext. 2303.

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Administration General

CHELTHAM

CHLTHAM Y.M.C.A.
Requires a Training Director for the new two year YTB programme and will ensure that the scheme becomes an Approved Training Organisation.

The Training Director, who should have a background in vocational and education training, will continue the development of courses for the new two year YTB programme and will ensure that the scheme becomes an Approved Training Organisation.

Salary: Y.M.C.A. Grade 3, £8,353 - £9,744, pay award pending.
Full details and application forms may be obtained from: The General Secretary, Y.M.C.A., 6 Victoria Walk, Cheltenham, Gloucestershire, GL51 3JF. Telephone: Cheltenham (02811) 54094.

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PERSONAL COLUMN

When the opposing goalkeeper runs towards the Stretford End before a Manchester United match he's politely clapped and cheered by the crowd. If he's not been warned, he may raise his hand in acknowledgement. As he gets within five yards of the posts, the applause turns into a savage, full-throated howl of derision. I find this disgusting.

On Friday afternoon, November 8, as I was sitting in my room at the university, I was amazed to hear a similar horrendous noise from the adjacent Students' Union. About 100 left-wing students were shouting and spitting and jeering at Mr David Waddington, the Home Office Minister responsible for immigration.

Afterwards he admitted he was terrified by the cat-calling and chanting. I'm not surprised. Even 50 yards away it sounded as if human beings had transformed themselves into beasts, except that the comparison is unfair to animals.

As he looks back on this disgraceful business, Mr Waddington must know that he's come out of it very well. He shouted into the microphone: "As long as I've got breath in my body I will defend freedom of speech against people like you." His courage received national coverage on television, made the headlines in the newspapers and attracted immense sympathy from the general public. Often left-wing demonstrators are more interested in self-indulgent gestures than in winning political battles. Mr Waddington must be laughing all the way to the ballot box.

Mr Waddington said that it was a terrible thought that the taxpayer should be expected to pay for the education of students who do not know how to behave and who deny the right of free speech to people whose opinions they do not like. It's worrying that this incident might help the Government to justify its cuts in university budgets.

There are calls everywhere for the offending students to be sent down. Many outsiders imagine that it's easy for a vice-chancellor to expel students, and do not realize the problems these situations set for administrators. Appropriate disciplinary committees must sift the evidence. If a university takes a hard line, there will be



BRIAN COX

Spitting images

'It is mainly left-wing students who have opposed freedom of speech.'

further demonstrations, sit-ins, televised confrontations, and even more bad publicity. This problem has plagued vice-chancellors at Essex and Stirling and Nottingham since the student troubles of the late 1960s. During this time we've been forced to accept that freedom of speech does not exist in Students' Unions.

I believe passionately that this situation is intolerable. It's been announced that the vice-chancellors may ban controversial public figures from speaking on campus if security cannot be guaranteed. I sympathize with the reasons that prompted this decision, for what else can university administrators do? But this should be a temporary expedient. The tradition that speakers such as Enoch Powell or Arthur Scargill can be invited to universities, listened to courteously and then subjected to reasoned argument should not be abandoned so easily. It has to be said that it's mainly left-wing students who have opposed freedom of speech. I should like Neil Kinnock to devote a major speech to this issue.

What can be done? In 1970 I published a manifesto on academic freedom in *The Times* signed by 154 university teachers. In subsequent weeks I received over 500 further signatures. I argued that all students should sign this charter before acceptance into an academic community. The document listed unacceptable activities

in a university, including "deliberate interference with academic freedom of speech, including any disruption of lectures and classes, and any attempt to prevent a speaker invited by any section of a university community from expressing his or her views."

My aim was to attract support from politicians of all parties. We need national guidelines so that we can all work together; otherwise no university will want to be the first to put its head over the parapet.

The demonstration against Mr Waddington was carefully stage-managed for television, partly by non-members of the University. The media were alerted in advance, and in my Arts building large posters appeared inviting students to demonstrate against "racist" (sic) Waddington.

On that Friday afternoon a group of my students were taking part in a seminar on Anglo-Saxon art and archaeology. There were no television cameras. Across the road in our large medical faculty hundreds of students were going about their normal studies. There were no television cameras. Television news prefers sensational disasters to reasoned argument, and does much to encourage disruption.

In this television age, high standards in the use of language are under major threat. Earlier that week I helped to organize a large poetry in education festival in Man-

chester schools and institutions of higher education. In the university theatre on Tuesday evening Tony Harrison read a new poem, *V*, which describes with compassion and deep feeling the graveyard at Leeds where his parents are buried. The graveyard, which lies in the path of football supporters, has been vandalized by graffiti. Where there were flower urns and troughs of water and mesh receptacles for withered flowers are the HARP tins of some skinned Leeds supporter.

It isn't all his fault though. Much is ours. This long poem, to be published by Bloodaxe Books this month, takes 30 minutes to read. The 170 people in audience participated in an extraordinary experience, a compelling reading by a poet which I shall remember all my life. There were no television cameras.

How are we to gain publicity for what is best in education? I should welcome a that every television news should include at least five minutes of reasoned discussion on a major issue. That this idea seems hopelessly utopian shows how far we lack the will to control television's destructive potential. Meanwhile, a footnote for Mr Waddington. Regularly on radio and television hear MPs baying and jeering in the House of Commons. "And why beholdest thou mote that is in thy brother's eye, considerest not the beam that is in thine eye?" (St. Matthew, VII, 3).

'A right of reply'

In an article on protest letters (*TES*, November 10) Mr Peter Newsam referred to one he had read in the mid-1970s from someone who turned up to live where he said he did. It now appears the author of the letter chose an alias - J. T. Samways - which incorporates the names of London Headmaster, Mr J. Taylor; his Deputy Headmaster, Mr P. Samways; and a teacher, Mr C. Samways. Obviously, none of the gentlemen or any member of the Samways had anything to do with the letter and it was merely Mr Newsam's intention to imply of wise. We and Mr Newsam would like to make clear publicly, and Mr Newsam has written those concerned to express his regret at embarrassment or distress caused to them or families by quoting the letter in question.

NOTICEBOARD

No 231 CROSSWORD by R

PEOPLE...

Mr Stephen Bilbey, deputy head of Accrington Woodcock county primary Lancashire, has been appointed head on the retirement of Mrs Hilda Nield.

Miss Jennifer Hopton, deputy head of Broughton High School, near Preston, to be head of Rishton Norden County Hill School from January.

Mr Alan Livingstone-Smith, registrar of Westminster School, to be head of the British School of Paris in succession to Mr David Cope from next September.

Dr Ian Walker, head of religious studies at Dulwich College, to be head of King's School, Rochester, on the retirement of Mr Roy Ford next August.

Miss Barbara Windle, head of English at Bolton School Girls Division, to be head of the Mount School, York, on the retirement of Miss June Ellis next August.

CONFERENCES...

December 10 Council for Education in World Citizenship Human Rights Day conference on Public order and civil liberty at the House of Commons from 2 pm - 4 pm. The main speaker will be Douglas Hurd, the Home Secretary. Details from the Conference Organizer, CEWC, 19-21 Tudor Street, London EC4Y 0DJ.

December 13-15 Programme for Reform in Secondary Education conference on Education for Responsibility Working for the Republic Association and Conference at Queen's College, London EC4Y 0DJ.

Elizabeth College, 61-67 Camden Hill Road, London W8, keynote presentation by Leicester University research team on football hooliganism. Details: Terry Ward, 46 Keston Road, London N17 6PJ (01-801 2257).

December 13-15 History of Education Society conference at Wellington Hall, London on *The Professional Teacher*. Speakers include Dr Keith Hoskin, Peter Burke, Dr Roy Porter, Dr John Wilkes, Dr Pamela Hym and Professor Peter Gordon. Details: Patrick Orpen, History of Education Society, Avery Hill College, Bexley Road, Eitham, London SE9 2PQ.

EVENTS...

November 30 A level art seminar for teachers, advisers, course tutors, lecturers, and exhibitors at Liverpool Teachers' Art Centre, St Katherine's College, Liverpool 15, from 10.30 am to 4.30 pm. Cost £5. Details from S. Hett, Flat 9, 37 Craxeth Road, Liverpool 8. Tel 051-733 8269.

November 30 Goldsmiths' Youth Orchestra annual Christmas concert in the Great Hall, Goldsmiths' College, London SE14 at 7 pm. The orchestra will play a programme of Johann Strauss, Debussy, Kodaly and Beethoven. Admission free. On December 20 members of the orchestra will play in the Lewisham Centre from 6 to 8 pm to raise funds for charity and their trip to France next year.

November 30 Child Development Society lecture on *Primary Curriculum Development* by Norman Thomas at the Clarke Hall, Institute of Education, 20 Bedford Way, London WC1 at 11.15 am. Non-members: 50p at the door.

Kokoschka and King Lear A special exhibition at the Shakespeare Globe Museum, Bear Gardens, London SE1 of Kokoschka's lithographs inspired by *King Lear* and printed in 1963. An accompanying sound-track includes extracts from a BBC interview with Kokoschka and the 1949 recording of *King Lear* with Donald Wolfit. Admission to the Bear Gardens Museum is £1, concessions 50p. Details: 01-251 1353.

INFORMATION

Biotechnology A research project undertaken by Sheffield University Division of Education is looking at ways of teaching biotechnology to 13 to 16 year-olds. Teachers who have introduced biotechnology subjects into biology, chemistry or science syllabuses and have produced teaching materials are invited to write to Jenny Henderson, Division of Education, Arts Tower (Floor 12), Sheffield S10 2TN. The project is sponsored by MSC as part of the TRIST programme.

Small Schools Michael Jones is looking for information on mixed age and ability classes in primary schools of up to 100 pupils, or less in inner

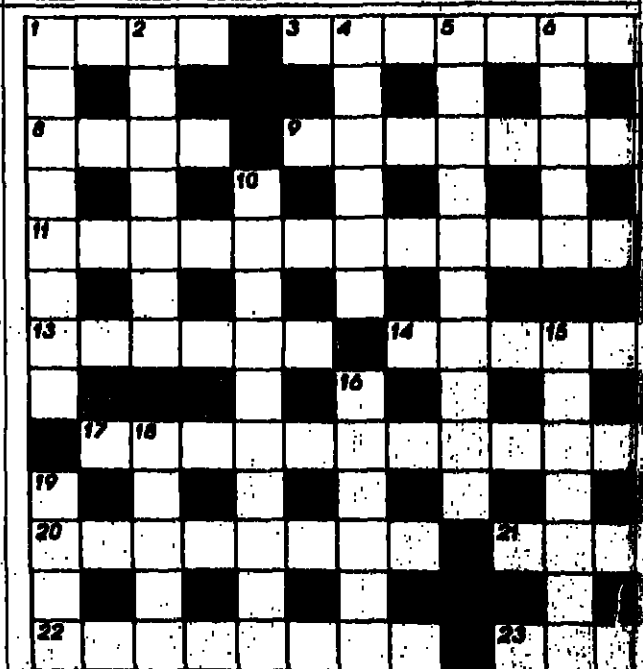
city or urban areas. Heads of such schools willing to share their ideas on curriculum organization, including children with special needs, management areas, and other relevant information are invited to write to him at St Monica's Church in Wales primary school, Merthyr Street, Cathays, Cardiff CF2 4JL.

PUBLICATIONS...

Systematic Performance Appraisal for Schools An introductory guide to the subject by David Martin has been published in the *Guidelines in Education and Management Series* (GEAS II) by PAVIC Publications, Department of Education Services, Sheffield City Polytechnic, 36 Collegiate Crescent, Sheffield S10 2BP. Price £3.95 including postage.

Policies for Curricular Continuity The papers from the second curricular continuity conference held at the West London Institute of Higher Education last May have now been published. Details from the Education Department, WLIHE, Gordon House, 300 St Margaret's Road, Twickenham, Middx TW1 1PT.

CPVE From pilot to practice: the experience of the South West Leicestershire CPVE pilot is a follow-up pamphlet to the first report published earlier this year by Hinchley College of Further Education, London Road, Hinchley, Leicestershire LE10 1HQ. It costs £1 including postage and is available from the head of resources at the above address.



Across

- 1 New lab makes good investments (4)
- 3 A ceremony that means work (8)
- 8 The pin of a revolution? (4)
- 9 Hints reveal both experience and age (8)
- 11 When this retirement account is closed, all interest should cease (7, 5)
- 13 Fair bird? (6)
- 14 Is able somehow to get safely down to rock-bottom (6)
- 17 Club used by militant trade unionists? (6, 6)
- 20 Bury the hatchet, though, put in jeopardy? (6)
- 21 A melody recalled

Down

- 1 A bed made badly by George Eliot (7, 4)
- 2 Much favourable publicity for high-rise construction (5, 2)
- 4 Allow more time to run out to the fish (6)
- 5 Studies less for the police (10)
- 6 He doesn't go much to earn his description (7)
- 7 Next to west house (4)
- 8 No one doubts what this sign means (3, 5)
- 9 Might be in or even out (4)
- 10 It tells us about the state of the world (4, 4)
- 12 Worker's praise (6)
- 13 Eastern queen or dr (6)
- 14 A steep climb (6)
- 15 Spanish bar (6)
- 16 How the world (5)
- 17 Nominally five years' solution in (6)
- 18 A name for a (6)
- 19 A name for a (6)
- 20 A name for a (6)
- 21 A name for a (6)